



American International School of Utah

*A transformative model for education
in the 21st Century*

4998 South Galleria Drive
Murray, Utah 84123

Charter School Information

School Name: American International School of Utah (AISU or American International)

Applicant Name: American International School of Utah (a Utah Nonprofit Corporation)

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete applications will not be considered. The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Charter School Board and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval, and if applicable, termination of the contract and revocation of the charter.

All information presented in this application becomes part of the charter contract and may be used for accountability purposes throughout the term of the charter contract.

I. Charter School Information	
1. Name of proposed charter school	American International School of Utah
2. Name of applicant	American International School of Utah (a Utah non-profit corporation)
3. Authorized agent	Michael H. Farley
4. Mailing address	[REDACTED]
5. Phone number	[REDACTED]
6. Email address	michaelhfarley@gmail.com
7. District(s) where proposed charter school is located Murray School District, Jordan School District	
8. District contact(s) and date complete application submitted to district(s). (NOTE: repeat this statement for each district in which the school may be located.) Submitted to Steven Hirase (person) who works at Murray School District on April 2, 2012 . Submitted to Patrice Johnson (person) who works at Jordan School District on April 2, 2012 .	
9. Form of organization (check) <input checked="" type="checkbox"/> Nonprofit Corporation <input type="checkbox"/> Tribal entity <input type="checkbox"/> Other	

10. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)																											
Name	Email	Type of Member	Position on Board																								
Richard Maxfield	maxfieldmr@ldschurch.org	Educator	President																								
Elizabeth Webster	bethwebster1@yahoo.com	Educator	Vice President																								
Taylor Halverson	taylor.halverson@aya.yale.edu	Educator	Secretary																								
Greg Jackson	greg@crossroadsii.com	Business	Treasurer																								
Lisa Halverson	lisamaren@stanfordalumni.org	Educator	Member																								
Ralph Brown	ralph_brown@byu.edu	Educator	Member																								
Wendy Woodfield	wendy.woodfield@gmail.com	Legal	Member																								
11. Year school will start 2014		12. Number of instructional days 180																									
13. Grades served K-12		14. Hours of instruction 990																									
15. Projected Enrollment (Complete growth model through the appropriate operational years): <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Operational Year 1: Total: <u>1000</u></td> <td style="width: 25%;">Grades K-6: <u>625</u></td> <td style="width: 25%;">Grades 7-8: <u>125</u></td> <td style="width: 25%;">Grades 9-12: <u>250</u></td> </tr> <tr> <td>Operational Year 2: Total: <u>1200</u></td> <td>Grades K-6: <u>700</u></td> <td>Grades 7-8: <u>175</u></td> <td>Grades 9-12: <u>325</u></td> </tr> <tr> <td>Operational Year 3: Total: <u>1400</u></td> <td>Grades K-6: <u>700</u></td> <td>Grades 7-8: <u>200</u></td> <td>Grades 9-12: <u>500</u></td> </tr> <tr> <td>Operational Year 4: Total: <u>1400</u></td> <td>Grades K-6: <u>700</u></td> <td>Grades 7-8: <u>200</u></td> <td>Grades 9-12: <u>500</u></td> </tr> <tr> <td>Operational Year 5: Total: <u>1400</u></td> <td>Grades K-6: <u>700</u></td> <td>Grades 7-8: <u>200</u></td> <td>Grades 9-12: <u>500</u></td> </tr> <tr> <td>Ultimate enrollment: Total: <u>1400</u></td> <td>Grades K-6: <u>700</u></td> <td>Grades 7-8: <u>200</u></td> <td>Grades 9-12: <u>500</u></td> </tr> </table> <p>Does proposed grade configuration match resident district grade configuration?</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>				Operational Year 1: Total: <u>1000</u>	Grades K-6: <u>625</u>	Grades 7-8: <u>125</u>	Grades 9-12: <u>250</u>	Operational Year 2: Total: <u>1200</u>	Grades K-6: <u>700</u>	Grades 7-8: <u>175</u>	Grades 9-12: <u>325</u>	Operational Year 3: Total: <u>1400</u>	Grades K-6: <u>700</u>	Grades 7-8: <u>200</u>	Grades 9-12: <u>500</u>	Operational Year 4: Total: <u>1400</u>	Grades K-6: <u>700</u>	Grades 7-8: <u>200</u>	Grades 9-12: <u>500</u>	Operational Year 5: Total: <u>1400</u>	Grades K-6: <u>700</u>	Grades 7-8: <u>200</u>	Grades 9-12: <u>500</u>	Ultimate enrollment: Total: <u>1400</u>	Grades K-6: <u>700</u>	Grades 7-8: <u>200</u>	Grades 9-12: <u>500</u>
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16. Target percentage of students with an Individualized Education Plan 12%		17. Target percentage of students identified as minority 25%																									
18. Target percentage of students qualifying for free or reduced lunch (i.e., economically disadvantaged) 40%		19. Is this a conversion? <input type="checkbox"/> Yes (include required signatures and proof of local board approval in Section 19) <input checked="" type="checkbox"/> No																									
20. Does the charter school intend to participate in Utah Retirement System? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		21. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers. Provide details regarding the need for the waiver as Attachment I).																									
22. List persons whom you have designated as Founding Members of the school. Children of a Founding Member (an individual who has had a significant role in the development of a charter school application), children of an employee, and siblings of students currently attending the charter school are eligible for preferential enrollment under both State and Federal Charter School law. Also, identify the percentage of students eligible for preferential enrollment under the status of																											

founder's child or employee child.

Michael H. Farley

Shanna Bryant

Taylor and Lisa Halverson

Other Founding Members may be added; however, the percentage of students eligible for preferential enrollment under the status of founder's child or employee child shall not exceed 5%.

Assurances

The applicant charter school hereby assures and certifies to the Utah State Charter School Board and Utah State Board of Education that: Read and Check

- ☒ The charter school will make provision for such fiscal control, fund and program accounting procedures as may be necessary to assure proper disbursement and accounting for all funds, and will utilize fiscal procedures that are consistent with generally accepted standards of fiscal management.
- ☒ The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
- ☒ The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.
- ☒ The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.
- ☒ The charter school will not charge tuition or fees, except those fees allowed by law. Governing boards will adopt allowable fees annually in an open board meeting.
- ☒ A copy of the charter will be supplied to interested individuals or groups on request.
- ☒ The charter school will be fully accredited no later than its third year of operation.
- ☒ The charter school will acquire and maintain nonprofit corporate status.
- ☒ The charter school will acquire and maintain all required insurances, including General Liability Coverage for both Bodily Injury and Property Damage Liability at \$2 million per occurrence; perhaps, with an annual aggregate amount; Automobile Liability Coverage for Bodily Injury and Property Damage at \$2 million per occurrence including PIP coverage; Personal Injury / Civil Rights Coverage for claimed Constitutional violations and claimed violations of federal and state law at \$2 million per occurrence; Errors and Omission Coverage for, among other things, actions taken by directors and board members who govern the school at \$2 million per occurrence; Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds; Property Coverages - probably a standard all-risk property policy with

possible endorsements for Business Interruption, Extra Expense and Tuition Fee coverage; Workers' Compensation Coverage at such amounts and limits as required by Utah law; and Treasurer's Bond. If coverage will be provided outside of State Risk Management, applicant provides a letter from the tentative insurer indicating a willingness to provide the coverage mentioned above and includes it in Section 19.

- ☒ The charter school will maintain accurate student transcripts.
- ☒ The charter school is nonsectarian in its programs, admission policies, and employment practices and all other operations.
- ☒ The charter school principal/director shall attend a one-day special education training class sponsored by the Utah State Office of Education prior to the first day of instruction and annually thereafter.
- ☒ The governing board will name and provide email contact information for the following individuals prior to opening and at any time the school makes changes to these positions: Board Chair, Executive Director, Principal, Assistant Principal, Assessment Director, Special Education Director, Title IX Civil Rights Monitor Officer, Section 504 Coordinator, and Business Official.
- ☒ The charter school applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. The charter school applicant understands that incomplete applications will not be considered.
- ☒ The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Board of Education and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

The authorized agent of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.

Signatures

The applicant charter school hereby assures and certifies to the Utah State Charter School Board and Utah State Board of Education that: Read and Check

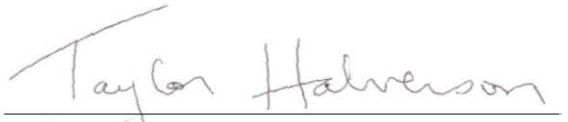
- ☒ The charter school will make provision for such fiscal control, fund and program accounting procedures as may be necessary to assure proper disbursement and accounting for all funds, and will utilize fiscal procedures that are consistent with generally accepted standards of fiscal management.
- ☒ The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.



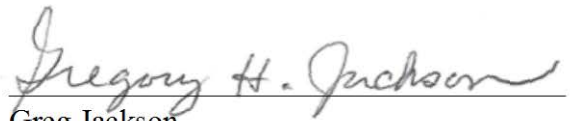
Richard Maxfield, President



Elizabeth Webster, Vice President



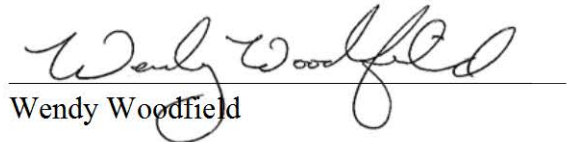
Taylor Halverson, Secretary



Greg Jackson



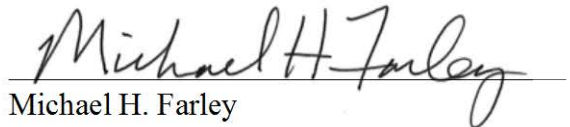
Ralph Brown



Wendy Woodfield



Lisa Halverson



Michael H. Farley

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1. School Purpose and Goals

Executive Summary

An International School in Utah

Ironically, as people across the world have become more aware *of* each other through the processes of globalization, we also seem to know considerably less *about* each other. Our international knowledge-deficit affects all facets of American life including future opportunities for our students to compete in a highly globalized world. Closing the gates and hunkering down will only decrease opportunities for the next generation, not protect them. The American International School of Utah (AISU) will allow students from across the world to learn from, and interact with, each other and high-quality instructors through an innovative learner-based approach. Proximity, learning side-by-side in the same cutting-edge educational setting, will allow genuine interaction between US-based students and those attending AISU from other countries. Creating a unique international school in the capital city of Utah that recruits students worldwide will build on the comparative advantage our state already enjoys in linguistic capacities, while providing a singular educational experience for both local and international students using the most innovative approaches to learner-based education. AISU will take pride in producing “world citizens” whose hearts will always reside in Utah even if they personally do not.

AISU’s international focus will not be limited to having international students enrolled at the high school level. A global perspective will be integrated into the school’s curriculum in grades K-12, and international high school students will be encouraged to participate as tutors and mentors for younger children, as well as to participate in a variety of foreign language and internationally-oriented learning activities and festivities for students in the lower grades. Furthermore, the school will encourage families of AISU students to serve as homestay families for international students—providing significant opportunities to increase cultural awareness for students of all ages. Our hope is that the friendships and bonds that our students develop with students from other countries will serve as motivation for them to strive for foreign language proficiency. These relationships may also stimulate a desire for AISU students to consider taking advantage of student exchange and travel study opportunities in other countries as they develop their long-term educational plans.

An increasing number of international students are entering private high schools in the U.S. to better prepare for entrance into U.S. colleges and universities. The AISU charter school board plans to form a strategic partnership with a private school, through which AISU students would participate in an international program in which roughly 25 to 30 percent of the students in grades 10 – 12 are from other countries. We anticipate that this diverse, international student population will facilitate efforts to “globally engage” our students and staff. We hope to help position Utah as the preferred portal for international high school students preparing for entrance into U.S. colleges and universities.

Beyond the academic and cultural advantages provided through this arrangement, this partnership will also serve to increase per pupil expenditures as tuition revenues from each

international student will be significantly more than the per pupil amount AISU will receive from the state for charter school students. State funds will not subsidize the education of these international students—the tuition dollars from these students will actually serve to subsidize state funding for our charter school.

Public/Private Hybrid School Structure

Our desire is to create a school community at the high school level in which at least 25 percent of our student population is from overseas—international students who plan to pursue higher education in the U.S. We hope to provide public school students in Utah the opportunity to attend a true international school. To do so will require an innovative organizational structure, the “public/private hybrid,” due primarily to federal laws that do not allow international students to attend public schools for more than one year.

AISU has initiated discussions with the USOE legal department to determine how best to structure the proposed “public-private hybrid” program. This approach will also need to be approved by the Department of Homeland Security to meet SEVP (Student and Exchange Visitor Program) requirements.

The structure utilized will enable the AISU Board to maintain full fiduciary responsibility regarding the use of public funds, oversight of the academic program and qualifications of instructional staff, and all other statutory and contractual responsibilities. Within these parameters, we anticipate that a third-party service provider would manage the hybrid program, with accountability to both the AISU Board and the governing body of the private school partner. All Utah students would be enrolled as AISU charter school students, and all international students (and possibly U.S. students from other states) would be enrolled as tuition-paying students in the private school.

The proposed public/private hybrid structure is discussed more fully in Section 8.A of the charter application (Organizational Structure and Governing Body: School Leaders) under the “School Management Contracts” subheading.

A 21st Century Approach to Personalized Learning

It has been nearly three decades since “A Nation At Risk” was published, serving as a catalyst for significant and sustained educational reform efforts at the local, state, and national levels. During this period, per pupil expenditures for public education have nearly doubled—yet improvements in student achievement have been minimal.

The charter school movement has been one of the more promising reforms to emerge during these recent decades of educational reform. The opportunity to develop entirely new schools free from the bureaucratic and centralized control of school districts has provided the opportunity to put promising theories into practice. However, the great promise of the charter school movement has yet to be realized. For example, according to Utah’s Director of Charter Schools, Marlies Burns, in a presentation to prospective charter school applicants in April 2012, only thirty percent of Utah charter schools outperform their local district averages. About the same percentage are performing below district averages.

Many of Utah's charter schools have implemented traditional school models with an aim toward improving student outcomes by creating smaller classes (e.g., capping classroom size at 25 as a preferred alternative to larger classrooms in the local district's public schools). While this may be attractive to many parents, given Utah's demographics, this strategy is not economically feasible on a statewide or district-wide basis. The applicant has observed that many new charter schools are able to afford smaller class sizes by relying primarily on less experienced teachers who can be hired at lower salaries. However, over time, as average teacher salaries increase, these schools often struggle to maintain expenditure levels in other areas, such as enrichment activities or extra-curricular programs. In some cases, average class size has been increased due to perceived budgetary necessity.

"A Nation At Risk" coincided with the advent of the personal computer. Many have viewed technology as a key to improving schools. Technology has been aggressively marketed within the educational marketplace, and significant investments have been made. However, again, results in terms of measureable improvements in student achievement have been marginal.

In recent years, online education has emerged as a growing trend. This changing dynamic in public education has been documented by Clayton Christensen in "Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns." This delivery system is much more economical than the traditional school model. The quality of online content and delivery is improving as the online educational market expands. However, thus far, studies have not shown significant improvements in student achievement (Langenhorst, 2011). Furthermore, for many families, having their children stay at home and take classes online is not a viable option.

AISU intends to create a new vision for what school can be in the 21st century—and to demonstrate, quantifiably, that it is in fact possible to significantly improve student achievement among all demographics without increasing costs.

However, it is our contention that this will only be achieved by fundamentally shifting our focus from a teacher-based model to a learner-based approach. The persistent, dominant educational delivery model of one teacher in a classroom moving students as a group through material at a pre-determined pace is, in our view, part of the problem. This basic structure has marginalized much of the potential educational benefits of educational technology, as well as the value of breakthroughs in the area of cognitive science. It is our assessment that even most existing online courses tend to be structured consistent with the traditional paradigm (due in part to the prevailing "time in seat" requirements associated with the awarding of credit).

Technologies now available offer the opportunity to restructure "school" so as to personalize education around the learning styles, needs, and family circumstances of each child. Key principles of learning theory introduced in the 1980s and 1990s can now be applied to a degree not possible in the traditional, teacher-centric classroom.

AISU will facilitate accelerated learning with higher retention rates for the full spectrum of students. Whether we are working with students who enter the school performing below grade level, students with limited English proficiency, students who are well above grade level, or those with average achievement scores—our personalized education system will better serve all students. Our basic philosophy and approach is consistent with that which has recently been

articulated in a new book by Salman Kahn, The One World Schoolhouse: Education Reimagined. We believe that Utah needs a “one world schoolhouse,” and we hope to create it.

1. Mission

To personalize, accelerate, and enrich learning...

Using a technology-facilitated, student-centered blended learning model...

Within a flexible, creative, and inspiring school environment that encourages students to be personally invested and globally engaged.

Many of those participating in the development of the American International School of Utah (AISU) have been involved in educational reform for decades. During this time we have seen a continual series of “research-based” programs and initiatives introduced with much fanfare, but then showing minimal quantifiable results when implemented in our public schools.

Over the last two decades, the potential of technology to dramatically improve education has been aggressively marketed, but thus far, the results have been marginal. For many years, the capacity of technologies available to schools did not match the hype. Furthermore, though many could envision the potential of the Internet, the reality is that it took many years for quality content to be developed, and for schools to secure the bandwidth necessary to access it.

We now stand on an incredible threshold—the world is literally at our fingertips. The capacity of technology to individualize education and extend learning is no longer marketing hype; it is reality. The most significant obstacle to improving the performance of our schools is the traditional teacher-centered organizational structure that is still pervasive. Technology has the potential to effectively implement student-centered approaches to learning advocated by researchers in the field of cognitive science. We need to radically restructure our schools if we are to realize the potential of technology to dramatically improve student learning.

AISU is committed to developing a highly successful, transformative model for K-12 education in the 21st century that blends the use of technology, including online instruction, with classroom and school-based learning facilitated by master teachers.

2. An Innovative Personalized Approach to Learning

AISU’s core academic approach will integrate a variety of instructional and learning strategies, as well as structural flexibility, to effectively personalize education. It is not one discrete or narrowly defined program. However, there are four essential elements:

- a) a hybrid/flex school model;
- b) the Technology as Facilitator of Quality Education (TFQE) Model that serves as the program’s philosophical foundation and theoretical framework;

- c) a sophisticated user-friendly curriculum development and delivery platform; and
- d) robust, systematic, technology-facilitated peer tutoring that is integrated into the overall learning program (rather than used solely or primarily for remediation).

We believe that the effective integration of these elements will produce superior learner outcomes across all demographics. By way of clarification, AISU does not intend to create a school in which students spend most of their time engaged in computer-mediated instruction. We intend to use technology to enhance the quality of teacher-mediated activities, resulting in an increase in highly engaging active learning activities (e.g., learning expeditions, field work, intensives).

Hybrid/Flex School Model

The general approach envisioned for AISU could best be described as a “hybrid/flex” school model. Utah presently has a number of online schools, in which students spend most all of their time at home, as well as some schools that use a blended learning approach with students taking online classes, but at a school location. There is also a school that has students take all core classes online, with opportunities to take electives on site. AISU offers a unique approach.

AISU will be a hybrid program in that it will utilize both online instruction and classroom-based learning activities. We want to encourage technology to do what it does best, and encourage teachers to do what they do best—while tailoring this blend to the unique learning preferences or needs of each child. Most classes will involve both online and on-site, teacher-facilitated learning activities.

AISU will also be designed to maximize flexibility to best accommodate student learning needs and family circumstances or preferences. In some respects, AISU could be viewed as an online school with a campus. We anticipate that the majority of our students will attend school on-site on a full-time or nearly full-time basis. However, AISU will be structured so as to accommodate the full spectrum from 100 percent on-site, to 100 percent online at home. In developing each student’s Personal Development Plan (which would include all elements of the state-required SEP for K-6 or SEOP for 7-12, school personnel will meet with the student and his/her parents to determine the optimal balance. This could fluctuate during the course of a year or from year to year as circumstances change.

Another key aspect of AISU’s Flex Model is that students will be offered alternative paths to meeting course or learning requirements.

Note: the “hybrid” descriptor is regularly used to describe a wide variety of instructional approaches. AISU’s primary approach will integrate or “blend” both online and face-to-face components within classes—typically using a “flipped” classroom model in which students develop their background knowledge primarily through computer-mediated instruction and then use class time with their teacher primarily for higher order learning activities. However, AISU will also offer both synchronous and asynchronous courses that are completely online. This combination of both on-site and online classes is another form of “hybrid” that applies to AISU.

Computerized-Adaptive Learning and Computer-Based Instruction

AISU's instructional program will integrate a variety of instructional technologies designed to personalize instruction and optimize learning. We will make use of the best tools available—products that are marketed by various service providers, open source offerings, and, possibly, instructional tools that AISU helps develop in conjunction with external partners. AISU will maintain rights and share in profits (or receive “in-kind” benefits) of products that the school assists in developing.

For many years, computerized-adaptive tests such as the NWEA MAP have been used to efficiently and accurately assess student performance. Such computerized testing systems adjust questions based on previous responses. The evolution of analytics engines integrated into learning management systems will now allow this same basic approach to be applied to instruction at very sophisticated levels. Learning systems can adapt challenges embedded in lessons to the appropriate level of difficulty for individual students. Options for developing background knowledge can be presented so as to reflect an individual student's learning style or preferences.

The capacity of computers to individualize and enhance student learning has the potential to transform education. AISU will provide the environment, structure, systems and resources necessary to realize this potential.

Peer Tutoring

We complete the learning cycle when we have taught what we have learned. Once we have completed the learning cycle by teaching someone else, our ability to retain that knowledge improves dramatically. However, though educators generally understand the power of peer tutoring, this learning strategy is seldom utilized in a significant way. This approach is not viewed as particularly efficient in the prevailing synchronous, teacher-centric classrooms. AISU will seek to engage every student as a tutor, under the supervision of teachers. As students encounter difficulty in any particular subject area, AISU's learning management system will help line them up with a teacher-approved tutor who has demonstrated mastery of that particular concept (this can occur both on-site and online with “Go To Meeting” or “Skype” type functionality). Of course, students who receive help also have opportunities to provide help to other students in need.

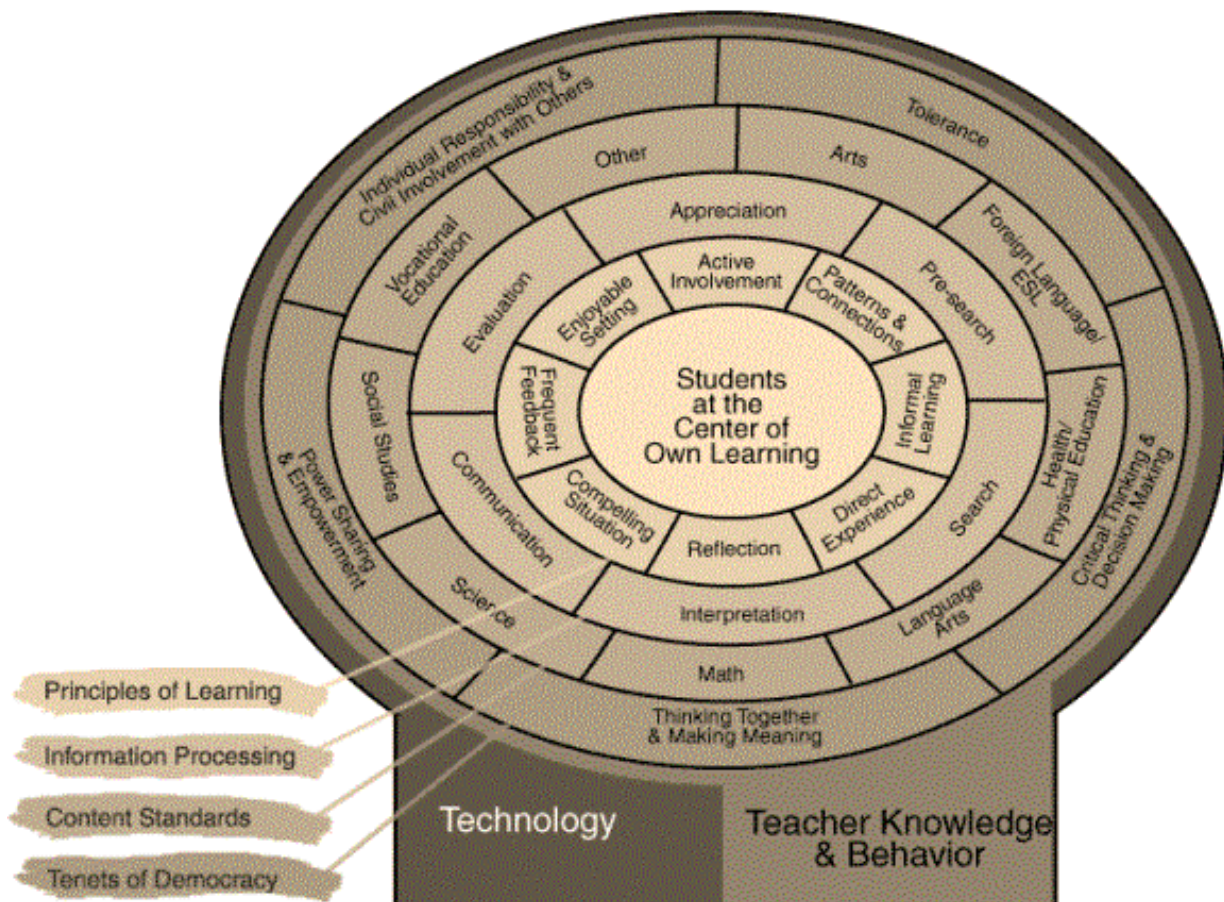
3. Technology as Facilitator of Quality Education (TFQE)

Developed under the direction of William P. Callahan and Thomas J. Switzer, each of whom have served as Dean for the College of Education at the University of Northern Iowa, and with the support of a Catalyst grant from the U.S. Department of Education, **Technology as Facilitator of Quality Education (TFQE) provides the philosophical foundation and theoretical framework for the structure, strategies, systems, and instructional practice that will define AISU.** Given the central role TFQE will play in AISU development and implementation, an overview of the model is provided within the “Program of Instruction” section of this application. The entire model, including instructional videos, can be accessed at: www.intime.uni.edu/model.

If technology is indeed a facilitator of quality education, how will it be used? How can developments in information technology facilitate an education appropriate for the 21st century, while enhancing student achievement in core areas deemed important to our democratic society? The TFQE model includes seven major dimensions:

1. Students at the center of their own learning
2. Principles of good learning
3. Aspects of information processing
4. Content standards from disciplines
5. Tenets of effective citizenship in a democratic society
6. Teacher knowledge and behavior
7. Technology

The seven dimensions of the model provide a framework for the effective integration of technology-related tools into a robust educational environment. It simultaneously allows for the integration of new research findings, while maintaining the structure to evaluate the impact of technology tools on these new findings as part of an ongoing evaluation process. In so doing, the model allows a variety of stakeholders to see the complex process that is education and how technology is affecting that process.



To understand how technology can facilitate quality education, we need to define the essential elements of quality education and the impact of technology on each of them.

TFQE Dimension 1: Students at the Center of Their Own Learning

Student-centered learning (SCL) places the student (learner) in the center of the learning process. In student-centered learning, students are active participants in their learning rather than passive recipients; students are more intrinsically than extrinsically motivated; learning is more individualized than standardized. Student-centered learning develops “learning how to learn” skills such as problem solving, critical thinking, and reflective thinking. Student-centered learning accounts for and adapts to different learning styles of students. Student-centered learning is distinguished from teacher-centered learning or instruction, which is characterized by the transmission of information from a knowledge expert (teacher) to a relatively passive recipient (student/learner) or consumer. When we put students at the center of their own learning, we blend these various components into a unique learning system, one that allows us to view the complicated process that encompasses learning and its individual parts.

The focus on students at the center of their own learning does not mean learning by oneself. Learning and self-esteem are heightened when individuals are in respectful and caring relationships with others, who see their potential, genuinely appreciate their unique talents, and accept them as individuals. The experience then challenges personal beliefs. Thoughts and understandings resulting from learning, and interpretations become the individual's basis for constructing reality and interpreting life experiences; this cannot occur when one is alone.

Learners must spend the larger part of their time in activities with others who ask them to do thought-provoking tasks such as explaining, making generalizations, and, ultimately, applying their understanding on their own. And they must do these things in a thoughtful way, with appropriate feedback to help them do better (Blythe & Associates, 1998, p. 7).

In order for student-centered learning to occur, there must be high quality classroom management. According to Woolfolk (2001), there are at least three reasons why this is important: to allocate more time for learning, to give more access to learning, and to help students develop self-management. “Students learn self-control by making choices and dealing with the consequences, setting goals and priorities, managing time, collaborating to learn, mediating disputes and making peace, and developing trusting relations with trustworthy teachers and classmates (Rogers & Frieberg, as cited in Woolfolk, 2001, p. 439). Encouraging self-management requires extra time, but teaching students how to take responsibility is an investment well worth the effort. When elementary and secondary teachers have very effective class management systems but neglect to set student self-management as a goal, their students often find that they have trouble working independently after they graduate from these well-managed classes (Woolfolk, 2001, p.17).

An overview of all seven dimensions of the TFQE model is provided in the “Program of Instruction” section of the charter application. The TFQE model will assist the American International School of Utah to integrate technology as an essential set of tools being used appropriately in a robust educational environment; a democratic setting in which students are at the center of their own learning.

4. Innovative Educational Technologies: Partnerships

Working with key technology partners, AISU hopes to serve as a development lab, demonstration site, and distribution platform for educational technologies that effectively facilitate student-centered learning, as well as for innovative, high quality online curriculum. Many AISU teachers will function as curriculum developers—supporting students both on-site and online. We anticipate that AISU will eventually produce online curriculum materials that will be used throughout Utah, the U.S., and the world.

AISU is seeking to develop an “education innovation center” to support the school’s conceptual development, implementation, and continual improvement. AISU will develop partnerships with a variety of educational, research, non-profit, and corporate entities to enhance the school’s capacity to fulfill its mission. AISU will maintain its autonomy as a public school entity in all such partnership agreements, including the right to sever a relationship if it is determined to no longer be in the school’s best interests.

AISU’s initial corporate partner is Harmony Educational Services, LLC. Harmony was established in 2008 with a focus on helping to turn around struggling or failing charter schools. The organization subsequently developed an innovative hybrid/flex model (offering a flexible combination of off-site, online learning and on-site instructional and enrichment activities) in partnership with a number of charter schools in Utah. Drawing from lessons learned through these experiences, and with a desire to develop a more robust, systematic approach to facilitate personalized education, Harmony Educational Services is collaborating the AISU to develop a compelling new model for education.

5. Key Members of Founding Group

Dr. Ralph Brown, AISU Board Member

Dr. Brown is currently Professor of Sociology and Director of the International Development Minor at Brigham Young University. He is also the Executive Director and Treasurer of the Rural Sociological Society. His Ph.D. (1992) is in Rural Sociology from The University of Missouri-Columbia, with an MS and BA in Sociology from Utah State University. His research has centered on community satisfaction and attachment in rural communities and on social change and rural development both in the United States, Southeast Asia and the Middle East. He speaks Indonesian and Thai and directs International Development Internship programs in Cambodia, Thailand, and Jordan. His current research foci include: the social and economic impacts of changing transportation options in Southeast Asia; and, declines in community and friendship attachments in “liquid Modernity.” He also collaborates with and consults the Hinckley Institute on international internships.

Assets for AISU Board: Dr. Brown has non-profit experience serving as the Executive Director and Treasurer for the Rural Sociological Society. In this capacity, he is responsible for establishing the vision and long-term agenda for the organization, assuring that the society is governed according to its constitution and bylaws, as well as managing the organization’s budget and endowment. Dr. Brown is also a member of the Executive Board of Directors for the

Consortium of Social Science Associations (COSSA) and a founding board member of Zaytoon International, a youth-oriented NGO promoting the volunteerism and community service in Jordan. He has developed relationships with education ministries in numerous countries that may enhance AISU's international outreach. Dr. Brown's experience coordinating international development internships can help foster the "globally engaged" ethos AISU seeks to instill in our students.

Michael Farley

Michael Farley, the authorized agent for the applicant, began working on the concept for AISU in June of 2011 and met with several of Utah's legislative leaders in July to introduce the concept for this new school. The reception was enthusiastic and he thus proceeded with efforts to lay the groundwork for AISU. Mr. Farley served as a charter school authorizer at Central Michigan University, working to establish the charter school initiative at CMU and helping thirty schools navigate through the authorization process and overcome the challenges to successfully opening their doors. He was the founder and director for the Woodland School in Traverse City, Michigan, which opened in 1996. As Director of Education for the George C. Marshall Foundation, Mr. Farley designed and led the establishment of Phoenix Military Academy in Chicago, Illinois, one of the first schools established through the Gates "small school" initiative. In Utah, Mr. Farley served as the Founding Director for Entheos Academy, a K-8 charter school that opened in 2006 as Utah's first Expeditionary Learning School. Mr. Farley served as a founding board member for the China Rural Education Foundation and has visited schools in both rural and urban areas throughout China. Mr. Farley graduated Cum Laude with a B.S. in Political Science from Brigham Young University, and later returned to BYU to obtain an Elementary Education teaching credential. In 2008, Mr. Farley received a Masters in Educational Administration as a National Fellow sponsored by the U.S. Department of Education in the Leadership for Educational Entrepreneurs Program at Arizona State University. The LEE Program was specifically designed for charter school leaders and incorporated courses from the MBA program as well as courses in Educational Administration.

Lisa Halverson, AISU Board Member

Currently pursuing her Ph.D. in Instructional Design and Technology with an emphasis on blended learning at Brigham Young University, Lisa is completing an extensive literature review on all academic pieces published on blended learning, and proposing, designing, and launching two new general education courses for Brigham Young University's School of Education. These courses will innovatively help undergraduates master some of the most important phases of the subject matter while also developing the skill of learning how to learn in the context of blended courses, featuring the best of face-to-face interaction with the best that computer-mediated instruction can offer. Her skills include relevant and up-to-date research on best practices in the design of blended learning, three semesters teaching experience as an adjunct instructor at BYU, ten years of public high school teaching experience, instruction and curriculum design, and teacher training. Lisa taught English in Slovakia and studied in Israel, then returned to complete a bachelor's degree in International Relations at Stanford, prior to receiving a Master's degree in Modern Jewish and Middle Eastern History at Stanford. She has worked successfully at the first fully online charter school in Utah (winning the Teacher of the Year Award), and has successfully mentored and advised student groups.

Assets for AISU Board: With ten years of public high school teaching experience, including one year at an online high school, Ms. Halverson brings to the AISU board a teacher’s perspective. As a Ph.D. student focusing on blending learning, she brings to the board insights on the latest research and best practices related to AISU’s proposed instructional model. Ms. Halverson also teaches a blended learning class as an adjunct faculty member at BYU, so her knowledge base in this area is experiential as well as theoretical.

Taylor Halverson, AISU Board Member

Dr. Halverson is a Faculty Consultant at BYU’s Center for Teaching and Learning. He consults with faculty across campus on teaching and instructional design improvements and on designing and developing teaching and learning products for use at BYU. His experience in designing and presenting ranges from short “Tips & Tricks” documents to full-fledged curriculum roll-outs for multiple courses, using blended learning approaches. He also teaches “History of Creativity” and various religion courses, using his knowledge of the Hebrew, Greek, French and Spanish languages. He is also a part-time faculty member at Capella University teaching Ph.D. level courses in instructional design and theories of teaching and learning. Dr. Halverson has worked as an instructor in various religion courses at Indiana and Yale Universities. He received a B.A. from BYU in Near Eastern Studies in 1997, an M.A. in Biblical Studies from Yale University in 2001, and an M.S. in Instructional Technology from Indiana University in 2004. He then achieved Ph.D.s in both Instructional Technology and Judaism and Christianity in Antiquity from Indiana University in 2006. Along with his research interests in literary and comparative studies of ancient literature, kingship and authority, he pursues research on instructional design and instructional technologies that enhance teaching and learning.

Assets for AISU Board: Dr. Halverson earned his Ph.D. in Instructional Systems Technology from Indiana University, with an emphasis on blended learning. At BYU, Dr. Halverson’s focus is best practices in teaching and learning. He also teaches at the university level in both online and blended formats. While a graduate student at Yale, Dr. Halverson was a member of the founding group and served as a staff member for Amistad Academy, a successful charter school that has now been replicated at more than 20 locations. His experience with organizational start-ups also includes serving on the advisory board for an educationally-oriented technology company, where he has advised relative to fund raising, marketing, networking, and product design—all of which are areas relevant to AISU’s development.

Greg Jackson, AISU Board Member

Mr. Jackson is Director of Grants and Development for School, College and University Partnerships at Utah Valley University. Currently in Ph.D. program at Buckingham University. He earned a Master of International Management with major in Finance and Accounting, High Honors from American Graduate School of International Management in 1975, BA in Chinese Mandarin and Asian History, Magna Cum Laude with Highest Honors from Brigham Young University, 1973, and a Legal Degree in Master of Law - Chinese Legal Studies from University of East Asia, Hong Kong, 1987. He holds a Master of Project Management from Villanova University. Greg has over twelve years of non-profit administration including program, treasury, and project management. Mr. Jackson has ten years of experience administering major projects and grant programs for UVU, during which time he has written successfully funded Federal and

State grants and established strategic local, national and international partnerships for the university. Mr. Jackson began his professional life in the field of international banking, serving as an executive for 16 years. He also has six years of additional experience in telecommunications, Internet, e-commerce, distance learning consulting and project management.

Assets for AISU Board: Mr. Jackson has a wide variety of non-profit governance and administrative experience that will be very helpful to AISU. Furthermore, Mr. Jackson has an MBA and 16 years of executive experience in the banking industry. His financial background will inform board deliberations regarding financial issues. Finally, Mr. Jackson's experience in the area of grants and development, including serving as a project manager for federal grants, will bring to AISU important expertise in seeking supplemental funding from both governmental and private sources.

Denece Kitto

A passionate educator with more than twenty years of experience teaching Pre-K-16, Ms. Kitto has a heart for culture and diversity. She is a graduate of BYU-Hawaii, and is currently studying Administrative Leadership at Southern Utah University. Ms. Kitto works for Harmony Educational Services as an Education Consultant for Charter, Private and Home Schools. She recently left UVU after five years where she taught as an adjunct professor and oversaw the Concurrent Enrollment of MGMT 1250 Principles of Leadership across the state, observing 25 high school leadership classes. She served as Program Coordinator for The Center for the Advancement of Leadership where she recruited, awarded and managed residential housing scholarships, and directed the largest annual leadership conference for high school students in the nation. She has worked in Utah's Governor's Office and served other state entities including Housing and Community Development, Homeless Coordinating Committee, Commission on Volunteers, Ethnic Offices, Indian Affairs, Natural Resources, Rural Affairs, Economic Development, and Utah's Student Achievement Gap in 2006. Ms. Kitto taught elementary for seven years, and set up literacy centers to mentor children in literacy skills in after-school programs. She has worked with the Freedom Festival's Hope of America's Student Showcase for 15 years. Since 2007, she has served as a Unit Commissioner to The Boy Scouts of America, and is a regional leader in an international children's organization. Ms. Kitto has served on Utah's State Pre-K Initiative Advisory Board, School and Community Board, Utah's Association for Bilingual Education, Utah Reads Alliance – Family Tri-Chair (2004-05), Timpanogos Community Council, and has been a County and State delegate and volunteer for the Republican Party.

Dr. Richard Maxfield, AISU Board Member

Dr. Maxfield served on the Utah State Board of Education for eight years in the 1980s, including a term as Chairman in the wake of the "A Nation at Risk" call for educational reform. With expertise in educational improvement and educational technology, with particular emphasis on the benefits of a learner-based approach rather than the dominant teacher-based approach to education, Dr. Maxfield served for many years as an educational consultant to the Utah Legislature. He received his B.A. in Physical Science from the University of Utah, and then continued his education at BYU earning an M.A. and Ph.D. in Educational Psychology. Dr.

Maxfield has served as a consultant for the full spectrum of education—from pre-school with Head Start to post-graduate studies. He served as Superintendent of the Applied Technology Center in Richfield, Utah (now Snow College–South), and gained international experience as the lead consultant for Thailand’s system of seventy tech schools. Dr. Maxfield is currently active in supporting efforts to close the achievement gap for minority populations in Utah’s schools as well as to increase access to quality education in developing countries throughout the world. He has received the “honored Alumni Award” from BYU.

Assets for AISU Board: Dr. Maxfield’s experience as a member of the Utah State Board of Education, including a term as its chairman, as well as serving as a board member of the Salt Lake City School District provide AISU’s board with a wealth of expertise in public school board governance, policy, and procedure. Dr. Maxfield also has expertise in the field of educational psychology and technology and is a strong advocate for “learner-based” instructional strategies. Furthermore, Dr. Maxfield’s work as the administrator for a public higher education institution provides him with a working knowledge of administrative and financial policies and procedures associated with the public sector entities.

Elizabeth Webster, AISU Board Member

Ms. Webster taught at Merit College Preparatory Academy for four years, from the school’s inception in August 2008 through June 2012. At Merit, her courses included German I & II, English literature (LA 12), Financial Literacy, World Religions, Junior Seminar, and Senior Capstone. As one of Merit’s first teachers, she designed the curricula for the Junior Seminar and Senior Capstone classes, both of which are college prep courses. Her strong interest in global awareness and international education led Ms. Webster to petition for Merit’s SEVP certification, qualifying the school to host F-1 exchange students, and she has been the exchange student coordinator for J-1 students for the past three years. Beyond her teaching duties, Ms. Webster also coordinated all fund raising efforts for Merit’s sister school in Mtulu, Kenya, including acting as race director for an annual 5K to build classrooms in Mtulu. She graduated from the University of Utah with a BA in German Literature, and continued her studies to receive an MA in Language Pedagogy. While attending graduate school, Ms. Webster taught undergraduate German courses, both in Utah and as a teaching assistant in Kiel, Germany. During her studies, she served on the Graduate Student Advisory Committee and was president of the German Honors Society. Ms. Webster now teaches part-time on-site at a charter high school as well as serving as an online teacher for “K-12”.

Assets for AISU Board: Ms. Webster provides the AISU board with the perspective of a current teacher working in both on-site and online contexts, and teacher who has experience with and enthusiasm for working with international students—and providing international experiences for Utah students.

Wendy Woodfield, J.D., AISU Board Member

Ms. Woodfield graduated Cum laude from BYU’s J. Reuben Clark Law School in 2007 and has developed legal expertise in the areas of contract law, corporate organization and finances, tort law, and property law. She has also been an active participant and leader in a variety of non-profit and political organizations, including roles in which she has managed more than 1000

volunteers and organized events and conventions with as many as 1300 attendees. In addition to her interests in the law and politics, Ms. Woodfield has had a life-long interest in education. While in high school she tutored children in reading and mathematics, in college she worked as a tutor and teaching assistant, and took time off as well as taking opportunities to volunteer and work abroad—teaching in both Argentina and Taiwan. Ms. Woodfield’s strong interest in education led her to enter the Instructional Psychology & Technology Ph.D. program at BYU in 2011, where her research interests are focused in the area of blended learning. As a Ph.D. student, in addition to her research activities, Ms. Woodfield has developed a model K12 “one-to-one technology implementation plan; developed curriculum and online content for a blended learning professional development course; organized and executed the exposition for a new university-wide learning management system at BYU; and conducted an evaluation on the effectiveness of BYU’s new learning management system.

Assets for AISU Board: Ms. Woodfield is the only attorney on AISU’s board, and her areas of expertise, including contract law, corporate organization and finances, tort law, and property law, will be relevant to AISU’s needs. Furthermore, Ms. Woodfield’s networking abilities honed through her work in the political arena may help AISU forge effective partnerships. Finally, Ms. Woodfield’s Ph.D. work focusing on blended learning is directly relevant to AISU’s instructional program.

6. Community and Need

Statewide Charter

AISU seeks a charter to provide our unique K-12 hybrid/flex blended learning model throughout the state of Utah, with initial implementation concentrated in Salt Lake County. Our efforts will address three critical needs in Utah:

- 1) poor academic performance;
- 2) rapidly growing population; and
- 3) the economics of K-12 education in Utah given the state’s demographics.

Addressing Need #1: Poor Academic Performance

Utah’s educational establishment has long sought validation for performance levels within Utah’s public schools by comparing statewide performance to national averages. Recently, business leaders in the state have banded together under the “Prosp

erity 2020” banner to provide a compelling argument for the need for significant improvement. To date, our “reform” efforts are not keeping pace with other states. This reality is conveyed in the statistics provided below.

Minor adjustments to the status quo are not going to enable Utah to achieve the gains in student achievement that are needed. AISU’s technology-facilitated, individualized hybrid/flex program has the potential to dramatically improve student learning. We hope that AISU’s results will help push the evolution of Utah’s district public schools in a similar direction.

Utah's Academic Performance Lags Peer States, And

the Gap is Growing.

Utah outperforms the nation in most measures of educational achievement. We perform well despite less funding. A deeper look, however, reveals that Utah underperforms compared to states with similar demographics. Even worse, the gap between Utah and peer states is growing.

A landmark study by Utah Foundation shows Utah underperforms in math, reading and science proficiency compared to peer states with similar demographics. In fact, among our peers, Utah most often ranks last in proficiency tests by the National Assessment of Educational Progress—and the gap has grown over the last two decades.

Utah business and community leaders will not stand on the sidelines and watch us lose ground. We simply must improve our educational results to be competitive in a global economy and to create a state of enduring prosperity for future generations.

Prosperity 2020 ... it starts with education.

Prosperity 2020 – Supporting Statistics

- Based on comparisons to national averages in school test scores, it is commonly stated that Utah's education system performs well, despite having low funding. However, Utah is much different than the average state, with low poverty, many college-educated parents, and a small minority population. Those factors should lead to higher-than-average test scores.
- Using the National Assessment of Educational Progress to compare math, reading, and science scores over two decades, Utah is underperforming compared to states with similar demographics. Among these peers, Utah most often ranks last in these tests.
- In addition to persistently low peer-state rankings over the past two decades, Utah's national ranking on these exams has fallen significantly.
- Utah's math scores have increased over the years, but other states' scores have risen faster, leading to a lower ranking for Utah.
- Reading scores have been flat for Utah during this period. Utah's science scores are higher than the national average but at the bottom of peer states.
- Minnesota is the one state that remains Utah's peer over all of the years studied, and its test scores far outpace Utah's. The gap between Utah and Minnesota has widened in recent years.

Addressing Need #2: Rapidly Growing Population

Utah's population grew nearly 25 percent between 2000 and 2010. The Governor's Office projects similar growth over the coming decade—it is likely that over the next ten years Utah's population will grow by more than 600,000.

Given the demographics associated with this growth (88 percent of Utah’s population increase is from “natural growth,” only twelve percent from “in migration”), Utah will need to create more than 100 new schools to keep pace.

What we don’t need is to continue building schools designed for the educational approaches of the 19th and 20th centuries. AISU and other innovative charter schools can provide a compelling reason to fundamentally rethink Utah’s approach to schooling in the 21st century.

The Governor’s Office of Planning and Budget projects that Salt Lake County will grow by 200,000 over the next decade.

Addressing Need #3: Economics of K-12 Education in Utah

Utah has one of the nation’s highest fertility rates, and consequently one of the youngest populations. We have fewer taxpayers per student than any other state. As a result, for decades Utah has been at or near the bottom of national averages for per pupil expenditures—even when Utah was spending a higher percentage of its budget on education than any other state.

It is unlikely that Utah is going to be able to improve academic performance by dramatically reducing classroom size or any other initiative that would significantly increase costs, as this would not be financially sustainable. The money is not there now, and it won’t be for the foreseeable future. We need to accomplish more with less.

We believe that AISU’s technology-facilitated hybrid/flex instructional program will significantly improve student performance, and do so comfortably within current expenditure levels. We can accomplish more with less.

*“Every community should have a flex option that provides fully supported individualized pathways to graduation. **Every community should use a flex model to leverage local resources and meet specific student needs.**”*

Tom Vander Ark
CEO, Open Education Solutions

*“As online learning continues its disruptive growth and school operators increasingly introduce mainstream blended-learning options, the field will remain fluid. Entrepreneurs will begin to scale some of the [schools], as others will create new models that push the envelope and re-imagine what school looks like. Technological advances both in and out of the United States should fuel these efforts. And though some states have policies in place that are conducive to digital learning, no state stands out as of yet for having organized to ignite a massive blended learning transformation that brings about a high-quality, student-centric, more productive education system. **If states climb on board with policies that incentivize outcomes and free up operators to create new schools with more flexibility, the transformation could be breathtaking.**”*

Michael Horn
Executive Director, Innosight Institute
Co-Author, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*

With the approval of the Utah State Charter School Board,

American International School of Utah

can become a transformative model

for education in the 21st century.

<i>Indicator – Upholding mission and purpose</i>		
Measure	Metric	Board Goal
Personalized and Accelerated Learning: Annual student growth in math (value added)	NWEA MAP scores (or comparable measures: Nationally normed projections for one-year growth vs. actual	Greater than fifty percent of students exceeding expectations; fewer than ten percent below expectations.
Personalized and Accelerated Learning: Annual student growth in language arts (value added)	NWEA MAP scores (or comparable measures): Nationally-normed projections for one-year growth vs. actual	Greater than fifty percent of students exceeding expectations; fewer than ten percent below expectations.
Personally Invested: Student performance or production beyond core requirements.	Student demonstrations of learning recognized by teachers as above and beyond course requirements (or significant projects or accomplishments outside of course content).	At least 75% of students in grades 4-12 will obtain certificates each academic year for work meeting standards set for this metric.
Globally Engaged: Each year, AISU will conduct a robust, sustained, school-wide, internationally oriented service learning project with cross-curricular integration.	Each year students and staff will produce a written report and multi-media presentation including project goals, a summary of activities, and outcomes.	One substantial, yearlong, interdisciplinary school-wide project each year.
Globally Engaged: Have a consistent mix of international students in courses and a global-based curriculum.	Establish a curriculum which incorporates global perspective as its base to be used in all courses	Establish a curriculum with a solidly recognized global perspective.

Purpose

1. Improve Student Learning: The primary purpose for AISU is to improve student learning. We believe that our hybrid/flex school model, integrating principles and practices from Technology as Facilitator of Quality Education, will produce superior learning outcomes. In the end, if we are unable to quantify increased levels of student performance among all demographic groups, we will not have fulfilled our overall purpose.

2. Innovative Teaching Methods: In order to achieve our primary purpose of improving student learning, AISU will develop and utilize a wide variety of innovative teaching methods. One primary approach is blended learning, with teachers integrating online instruction (some of which they will create for their own classes) with teacher-facilitated classroom activities (focusing primarily on application and extension, but also addressing individual student needs). Another key innovative teaching method will be the use of technology, specifically learning management system analytics, to help teachers (and computers) monitor and adjust to individual student needs.

3. Increased Choice in Learning Opportunities: Any new school would increase choice in learning opportunities within its geographical area, but central to AISU's program is flexibility. We will dramatically increase the range of choices in learning opportunities within the framework of our own program. AISU will offer students the full spectrum from 100 percent on-site to 100 percent online, for both core classes and electives. Furthermore, the school will offer alternative pathways within these settings in response to students' learning styles.

Note: the "hybrid" descriptor is regularly used to describe a wide variety of instructional approaches. AISU's primary approach will integrate or 'blend' both online and face-to-face components within classes—typically using a "flipped" classroom model in which students develop their background knowledge primarily through computer-mediated instruction and then use class time with their teacher primarily for higher order learning activities. However, AISU will also offer both synchronous and asynchronous courses that are completely online. This combination of both on-site and online classes is another form of "hybrid" that applies to AISU.

4. New Forms of Accountability and Measurement Tools: AISU will use the Northwest Evaluation Association's Measures of Academic Performance (NWEA MAP) both to assist with data-based decision making for teachers and administrators and to evaluate overall school performance. The NWEA MAP, a computerized adaptive test that accurately and efficiently assesses student performance on basic skills, provides nationally norm-referenced projections for annual student growth. This allows the school to measure its "value added" for each student on an annual basis. Our goal is to consistently outperform expectations.

2. Student Population

Target Population

AISU seeks to establish a transformative model for education in the 21st century. We are creating a model that is designed to address the individual needs and preferences of each child, in every sub-group. We want to demonstrate, quantitatively, that our approach to education produces greater gains in student achievement across the full spectrum of students—from the low achieving students who enter the school with significant deficits, many of whom may have special needs identified in IEPs, to the students who are already performing above grade level.

It is our hope to have a student population that is generally reflective of the overall student population in Salt Lake County in terms of special needs, ethnicity, and socio-economic status. We anticipate having slightly higher percentages of special needs students as well as slightly higher percentages of students who qualify for free or reduced lunches.

So, what is our initial target population? We will seek to attract children whose parents feel that they would function better in a more flexible, student-centric learning environment, as well as parents who wish to see technology utilized more effectively to enhance student learning.

Also, it is our hope that the school's international orientation, including a strong ELL program, will help attract local families of diverse international backgrounds, including many with limited English language proficiencies. The international focus will also attract families interested in having children develop greater global awareness.

Projected Student Enrollment for First Three Years of Operation

Year	1 (2014-2015)	2 (2015-2016)	3 (2016-2017)
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100
4	75	100	100
5	75	100	100
6	75	100	100
7	75	100	100
8	50	75	100
9	75	75	125
10	100	100	125
11	50	100	125
12	25	50	125
Total	1000	1200	1400

Special Population

AISU will offer an individualized program tailored to the individual needs and circumstances of every child. Our approach is student-centric rather than teacher-centric. Every AISU student will have a Personal Development Plan (PDP) that is developed collaboratively between students, parents, and teachers. Each student's PDP will identify specific accommodations, strategies, or resources needed to help ensure success. Note: the PDP will incorporate Utah's Student Education Plan (grades K-6) and Student Education and Occupation Plan (grades 7-12).

Special attention will be given to English Language Learners, 504 eligible students, Gifted and Talented, and Economically Disadvantaged students, with supplemental programs or services provided as necessary.

Admission Procedures/Lottery Policy

Admissions

Students will be considered for admission without regard to race, religion, national origin, gender, or physical disability. Subject to space availability and the school's enrollment cap, AISU will be open to any Utah student in kindergarten through twelfth grade. The school will have an open admissions procedure, utilizing a lottery for qualified applicants if the number of applications exceeds the capacity of a grade level or the school. If no lottery is necessary as of March 15 in any given year, open spaces will be filled on a first-come, first served basis.

Lottery

AISU is a public charter school that does not discriminate on the basis of disability, race, creed, color, gender, national origin, or religion. AISU admissions and transfer policies comply with the Utah Code [53A-1a506.5](#).

AISU fills its student enrollment based on the following priority:

1. Open Enrollment

Once a student has been admitted to the school through an appropriate process, he or she may remain in attendance through subsequent grades. A new applicant for admission to the charter school, however, would be subject to the lottery if, as of the open enrollment closing date, the total number of applicants exceeds the number of spaces available at the school. Open enrollment dates will be publicly announced and will adhere to Utah state statute.

2. Lottery Selection

A lottery is a random selection process by which AISU admits applicants. AISU will use a lottery if, during the open enrollment period, more students apply for admission to the charter school (in any grade) than can be admitted. During a public meeting, an accepted lottery process will be used to select students. The random drawing will begin with

twelfth grade, proceeding down through kindergarten, and each student is assigned a number identifying the order in which they are drawn. Following the lottery, preferential enrollment is addressed and classes are filled to capacity using the sequence obtained from the lottery drawing. When a student is admitted to the school through the process, all siblings of that student are admitted immediately, if space is available. If space is not available for a particular grade, that sibling will be placed on the waiting list. Students not selected will remain on a waiting list, preserving the order as determined by the lottery, giving preference to siblings of attending students. AISU will notify applicants of the lottery results within two weeks. Students placed on the waiting list will be given the opportunity to attend the school if openings become available during the school year. Families will be notified and students have three school days to accept the opening. Students who apply after the enrollment period will be admitted as space allows or will be added to the waiting list.

Transfer and Withdrawal Policy

Utah State Law governs student transfers between Utah's public charter schools and school districts.

Before June 30, 2014: If a student has accepted enrollment to AISU for the 2014-15 school year and the parent wishes to withdraw the student from AISU for enrollment in his or her school district of residence for the 2014-15 school year, the student's parent must submit a notice of intent to enroll to AISU administration no later than June 30, 2014.

If a student has accepted enrollment to AISU for the 2014-15 school year and the parent wishes to withdraw the student from AISU for enrollment in another Utah charter school for the 2014-15 school year, student's parent must submit a notice of intent to enroll to the school along with their letter of acceptance from that charter school to the AISU administration no later than June 30, 2014.

If a student's application for registration at AISU has been approved and the student wishes to enroll but has already accepted enrollment at another Utah charter school for the 2014-15 school year, the student's parent must inform the other charter school of their intent to enroll at AISU and must also submit the letter of acceptance from AISU to the other charter school no later than June 30, 2014.

After June 30, 2014: If a student has accepted enrollment to AISU for the 2014-15 school year and the parent wishes to withdraw the student from AISU for enrollment in another Utah charter school or school district, the parent of a student enrolled at AISU must obtain approval from both the AISU administration and the Utah school district or charter school in which enrollment is sought.

If a student wishes to enroll at AISU but has accepted enrollment to another Utah charter school for the 2014-15 school year, the student's parent must obtain approval from both the AISU administration and the Utah charter school in which the student is already enrolled. Student records will be released as soon as all appropriate paperwork is completed.

As required by the Federal Charter School Program, AISU will conduct a lottery if applications exceed the enrollment cap. Parents/legal guardians who submit their student's name, mailing

address, requested grade level, date of birth, the names of siblings applying, the parent/guardian name, email address and telephone number through the AISU website will thereby qualify their student(s) as an applicant for the lottery. If the remaining applicants will oversubscribe the school, another lottery will be conducted. As provided in the lottery requirements, students of founding board members, students of teachers, and siblings of students selected in the lottery will be given enrollment preference.

If necessary, the lottery for the first year will be conducted in March of 2014 at a place and time to be determined, and will be open to the public. The date, time, and location of the lottery will be publicized on the AISU website. After the lottery, if needed, any remaining spaces for the 2014-15 school year will be filled on a first-come, first-served basis. The lottery will be conducted by a school administrator and will be attended by a founding board member and one outside observer, as is required by the lottery regulations. If a lottery is to be held, parents/legal guardians of applicants will be notified of the lottery date, time, and place by email no later than five business days in advance of the lottery. This same basic process and enrollment calendar would be followed in subsequent years. See appendix A.

Student Attendance and Enrollment

AISU will be a hybrid/flex school. This is a dramatic departure from the status quo—in which the vast majority of students attend school on-site on a full-time basis, and a small percentage have enrolled in online schools (with a growing percentage taking some supplementary classes online at the high school level). AISU will accommodate the full spectrum of students—from 100 percent on-site (the majority) to nearly 100 percent online (a small minority). However, AISU will offer significant flexibility for students in how they fulfill academic requirements. With parent permission, students can work from home while being held accountable for assignments. In some respects, AISU could be viewed as an online school with a campus—students can meet requirements online at home and be recorded as in attendance, even if the class is primarily facilitated on-site.

<i>Indicator – Student attendance and reenrollment</i>		
Measure	Metric	Board Goal
Student attendance rate	Percentage of students attending target number of days (167)	96 percent
Within year enrollment rate	Percentage of students continuously enrolled throughout the year	85 percent
Year-to-year reenrollment rate	Percentage of students re-enrolled from one year to the next	80 percent
Continuous reenrollment rate	Percentage of students continuously enrolled for all available years.	60 percent

3. Calendar and Bell Schedule

2014-2015 School Year Calendar

July 2014				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

August 2014				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

September 2014				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

October 2014				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

November 2014				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

December 2014				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

January 2015				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

February 2015				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

March 2015				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April 2015				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 2015				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June 2015				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

	No School
	Governing Board Meeting
	SEOP/Student Conference
	End of Term

	Test Window (CRT, DWA)
	First/Last Day of School
	Professional Development
	Snow Day

American International School of Utah			Academic Year Calendar 2014-2015		
July			January - cont.		
Thursday	3	Board Meeting	Monday	5	School resumes
August			Thursday	8	Board Meeting
Thursday	7	Board Meeting	Mon-Fri	12-16	Testing week
Monday	11	Teachers start	Monday	19	MLK Holiday No school
Monday	18	Students start	February		
September			Thursday	5	Board Meeting
Monday	1	Labor Day, no school	Monday	16	Presidents Day No school
Thursday	4	Board Meeting	Tues-Thurs	24-26	SEOP/End of term
Monday	15	Testing week	Friday	27	No school
October			March		
Thurs, Fri	2, 3	Fall break No school	Mon-Fri	2-13	Testing weeks
Thursday	9	Board Meeting	Thursday	5	Board Meeting
Friday	10	Professional Development	April		
November			Thursday	2	Board Meeting
Thursday	6	Board Meeting	Mon-Fri	6-10	Spring break No school
Tues-Thurs	18-20	SEOP/End of term	Mon-Fri	13-24	Testing weeks
Friday	21	No school	May		
Wed-Fri	26-28	Thanksgiving break No school	Thursday	7	Board Meeting
December			Friday	22	Snow day
Thursday	4	Board Meeting	Monday	25	Memorial Day No school
Mon-Wed	22-31	Winter Break	June		
January			Thursday	4	Board Meeting
Thurs-Fri	2, 3	Holiday break, No school	Friday	5	Last day of school
			Mon-Fri	8-12	Professional Development

Note: While AISU will function on a traditional school calendar, we anticipate that the school be opened year round, providing greater flexibility for some students as well as opportunities for remediation or acceleration. Students who opt to attend school more than 180 days during the year would be charged for services if access to supplemental state funding is not available. These fees may be waived if students are: 1) behind grade level academically, and 2) qualify for free lunch.

Bell Schedule

AISU's secondary bell schedule will be structured similar to most colleges, rather than the A/B schedule used by most high schools. Classes scheduled to meet on Monday, Wednesday and Friday will utilize 55-minute instructional periods. Class periods on Tuesdays and Thursdays will last 85 minutes. The class schedule will run from 8:00 a.m. to 7:55 p.m., with the possibility of adding "zero hour" classes if the need arises. No lunch period is scheduled for secondary students—students will just schedule a free period as they choose.

The extended day is intended to provide greater flexibility for students in terms of the times that they come to school—we do not intend for students to spend twelve hours a day at school. The number of classes provided in the evenings will expand as the demand grows.

Secondary

Bell Schedule - M, W, F

Period 1	8:00 – 8:55 a.m.
Period 2	9:00 – 9:55 a.m.
Period 3	10:00– 10:55 a.m.
Period 4	11:00– 11:55 a.m.
Period 5	12:00 – 12:55 p.m.
Period 6	1:00 – 1:55 p.m.
Period 7	2:00 – 2:55 p.m.
Period 8	3:00 – 3:55 p.m.
Period 9	4:00 – 4:55 p.m.
Period 10	5:00 – 5:55 p.m.
Period 11	6:00 – 6:55 p.m.
Period 12	7:00 – 7:55 p.m.

Bell Schedule, T, Th

Period 1	8:00 – 9:25 a.m.
Period 2	9:30 – 10:55 a.m.
Period 3	11:00– 12:25 a.m.
Period 4	12:30– 1:55 a.m.
Period 5	2:00 – 3:25 p.m.
Period 6	3:30 – 4:55 p.m.
Period 7	5:00 – 6:25 p.m.
Period 8	6:30 – 7:55 p.m.

*Evening classes will be limited based upon student preferences

At the elementary level, the bell schedule is more traditional, with an early out on Friday.

Elementary

Daily Schedule

Grade / Class	Mon - Thur	Friday
First - Sixth	8:00 - 3:00	8:00 - 12:00
AM Kindergarten	8:00 - 11:00	8:00 - 12:00
PM Kindergarten	12:00 - 3:00	8:00 - 12:00

Bell Schedules

Monday – Thursday		
8:00 – 9:45	Class	1.75
9:45 – 10:00	Recess	
10:00 – 11:45	Class	1.75
11:45 – 12:15	Lunch	
12:15 – 1:30	Class	1.25
1:30 – 1:45	Recess	
1:45 - 3:00	Class	1.25

Fridays and other half days		
8:00 – 10:10	Class	2.15
10:10 – 10:30	Recess	
10:30 – 12:30	Class	2

Days and hours school is in session

Month	Full	Hours	Half	Hours
August	8	48	2	8.3
September	17	102	4	16.6
October	17	102	3	12.45
November	14	84	2	8.3
December	12	72	3	12.45
January	15	90	4	16.6
February	14	84	4	16.6
March	20	120	2	8.3
April	14	84	3	12.45
May	15	90	4	16.6
June	4	24	1	4.15
Total	150	900	32	132.8
Total Days	182	Total hours		1032.8

* Kindergarten will assume the same half-day schedule on Friday as the other grades. Activities and hands-on work centers facilitated by additional instructors will occupy the children and accommodate the larger student numbers.

4. Market Analysis

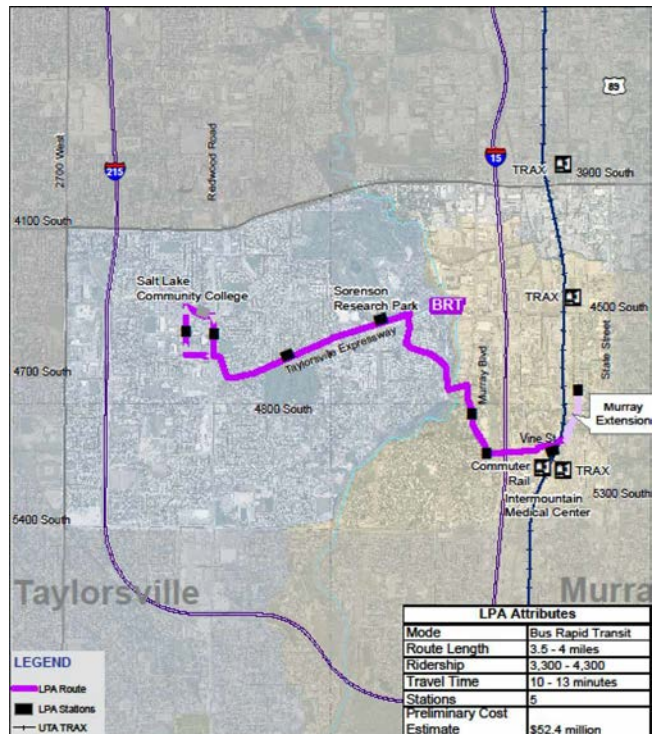
Location

AISU's proposed site is the former 49th Street Galleria in Murray, at 4998 Galleria Drive and immediately west of I-15. This site is ideal for our purposes as it is located in the center of Salt Lake Valley, enabling AISU to draw students from throughout the entire Salt Lake Valley.

In addition to relatively easy access from I-15, this site is within walking distance (.75 mile) of both TRAX and a new FrontRunner station. In conjunction with this mass transit hub, the Utah Transit Authority will establish an east/west "rapid transit" bus line connecting Salt Lake Community College and Intermountain Medical Center, which line would pass the proposed school property directly on the south border, with two stations situated immediately adjacent to the site (with buses stopping every ten to twelve minutes). This will create transportation opportunities for all students, including low-income and disabled students.

We anticipate that AISU will serve as the primary tenet in what will be developed as an international education center. This site would also house an affiliated private school serving international students, as well as other related educational programs (e.g., an ESL service provider). It is possible that other charter schools could also be located at this site. With a location known to most everyone in the valley, in view of more than 200,000 cars passing by on a daily basis, this site will in many ways serve to help leverage marketing efforts.

The site's transition to an international education center will involve transforming the property into an attractive campus with amenities that are more typical of public schools (but which most charter schools are generally forced to do without), including athletic facilities and playing fields. For example, much of the parking area in front of the building would likely be converted to playing fields.



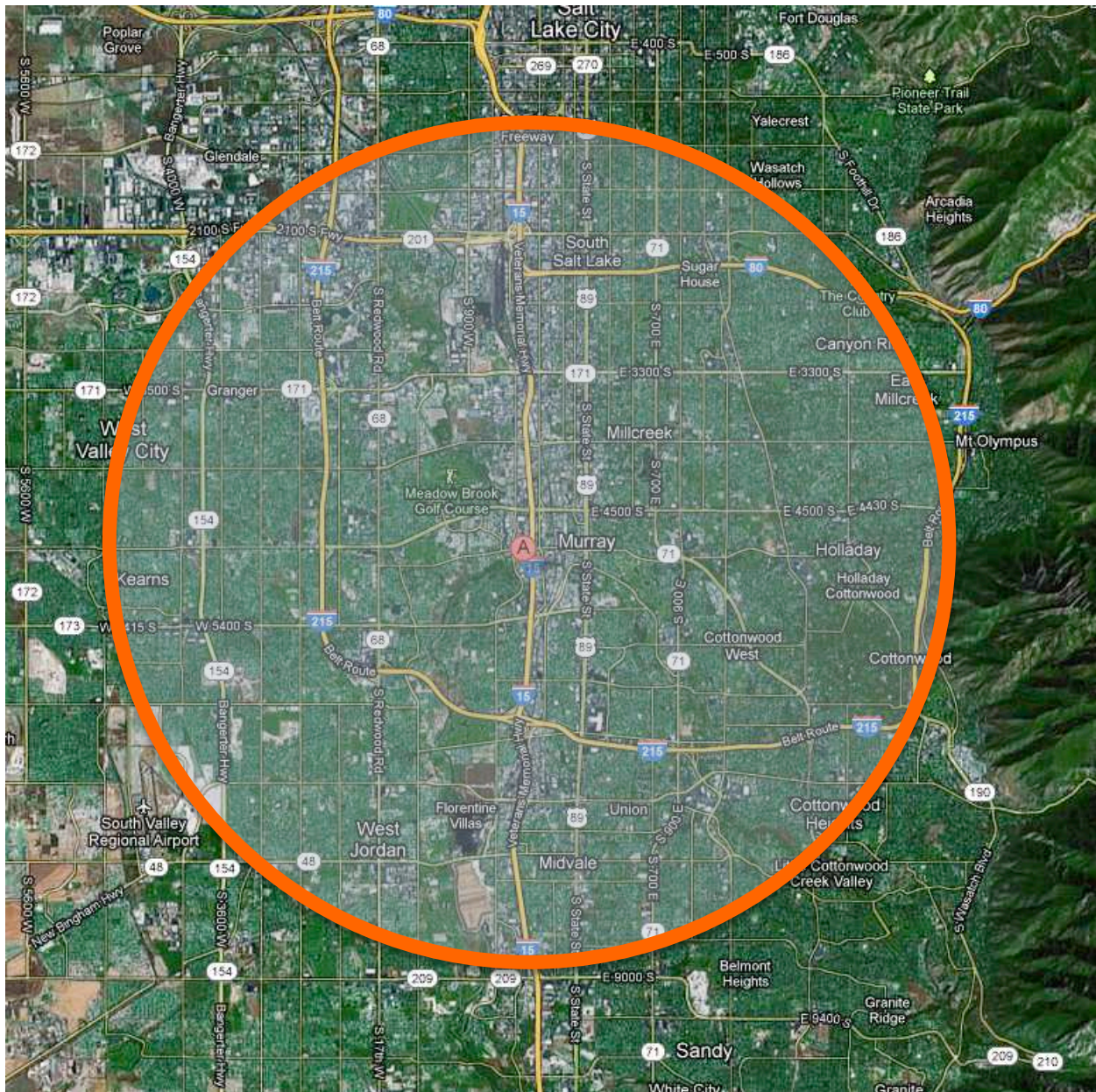
Source: <http://www.rideuta.com>

The facility itself will undergo renovations, but it is already a class “A” facility and meets most requirements for school use. Some seismic-related enhancements would be necessary to meet class “E” requirements. However, consultations with architects and city building officials give us confidence that any required improvements will not be cost prohibitive.



Market Context and Trends

At present, there are more than 370,000 residents within a five-mile radius of AISU's proposed site and this figure is projected to grow to nearly 390,000 by 2016. The total population of Salt Lake County is roughly 1,050,000—thus, more than a third of the county's population is within a five-mile radius of the AISU site. Over the next ten years Salt Lake County's population is projected to grow by 200,000.

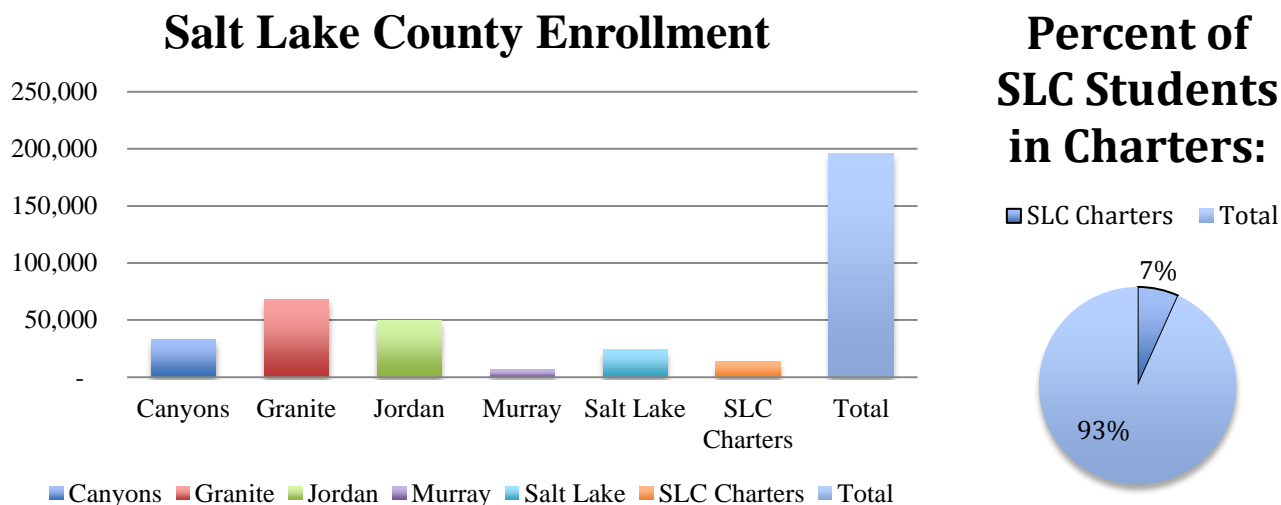


Given the concentration of population in central Salt Lake Valley, it is important to note that charter schools underserve this area. Consider the following:

- There are no charter schools serving students in grades K-8 within four miles of the AISU site--American Preparatory Academy's West Valley campus is 4.3 miles away and has a waiting list of more than 2000;
- Endeavor Hall is the next closest school, located 5.0 miles from the AISU site, with a waiting list of 192;
- Ames is the nearest charter high school, located just over two miles from the AISU site, and has a waiting list of 462 (there are no other charter high schools within four miles and only one within five miles, Salt Lake School for the Performing Arts).
- Two of the three Alianza sites are located within a five-mile radius, Columbus and Jordan River, with driving distances of 5.1 and 7.7 miles respectively. These locations will likely serve roughly 250 students in grades K-8 once fully operational, with 100 students at the Columbus location and 150 students at the Jordan Parkway location. We also anticipate that Esperanza Elementary will be located within a five-mile radius.

During the 2011-12 school year, 7.2 percent of public school students in Salt Lake County were enrolled in charter schools, roughly 14,000 out of the overall public school enrollment of just over 196,000.

Note: For our purposes, we are counting all students that attend charter schools in Salt Lake County as part of the county's student population (though a small percentage may actually come from surrounding counties).



As mentioned above, though AISU will be located in the Murray School District, all five of the school districts in Salt Lake County have schools located within five miles of our proposed site.

These district public schools include 65 elementary schools, 17 middle schools, and 7 high schools. At the elementary level, roughly 54 percent of students qualify for free or reduced lunch.

While we expect a significant percentage of our students to be drawn from within a five-mile radius, AISU will seek to draw students from throughout Salt Lake County (and even some students from south Davis County and northern Utah County). We intend to offer a program that is worth the longer drive.

As reflected in the table below, AISU's projected first-year K-12 enrollment of 1000 represents .55 percent of the county's public school students. At full enrollment of 1400 in year three, our market share within the county would be .77 percent (without factoring in population growth).

Looking solely at the estimated public school students within a five-mile radius of the school, we would need a 2.2 percent market share at full enrollment (1.6 percent in the first year).

Salt Lake County Public School Population

Salt Lake County Public School Enrollment

SLC District Public Schools

Canyons	33,469
Granite	68,573
Jordan	49,723
Murray	6,500
Salt Lake	23,960
Total	182,225

SLC Charters 14,200

Total Public School Enrollment: 196,425

Percent of SLC Students in Charters: 7.2 percent

AISU Projected Enrollment as a % of SL County District Public School Enrollment

Year 1:	0.55%	@ 1000
Year 2:	0.66%	@ 1200
Year 3:	0.77%	@ 1400

Estimated Students within 5 miles: 62,295

AISU Projected Enrollment as percentage of Students within 5 miles

Year 1:	1.6%	@ 1000
Year 2:	1.9%	@ 1200
Year 3:	2.2%	@ 1400

Competitive Advantage

AISU will offer a unique school choice alternative for families in Salt Lake Valley. We are confident that we can achieve our enrollment targets given the following competitive advantages:

- innovative, technology-facilitated 21st Century educational approach that accelerates learning and promotes deeper understanding;
- international focus providing a unique opportunity to attend school with students from around the world;
- highly personalized learning taking into account learning styles and preferences;
- flexibility in determining balance between on-site and off-site learning as well as extended school hours offering classes morning, afternoon, and evening;
- self-paced learning at all levels (K-12), including competency-based credit structure at high school level;
- well-known location in the center of Salt Lake Valley, with high visibility and easy access from I-15;
- walking distance to both TRAX and FrontRunner (or first stop on a rapid transit bus from the TRAX/FrontRunner hub);
- attractive school campus, including a full range of amenities to support a comprehensive academic program as well as a broad array of high quality co-curricular and extra-curricular programs;
- highly-qualified, highly-engaged teachers who go the extra mile to make a difference in the lives of their students.

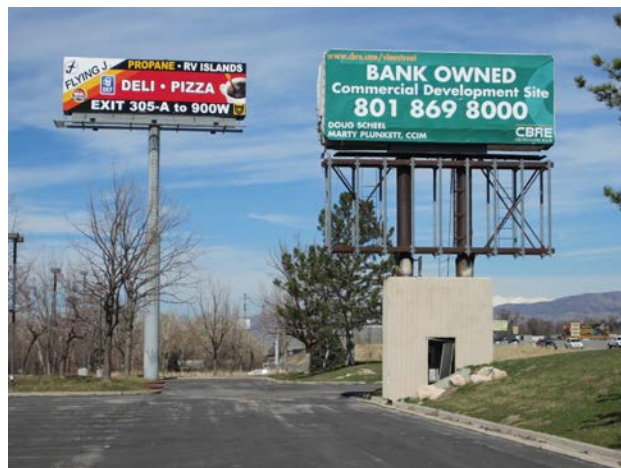
Outreach

One of AISU's primary marketing assets is the building and site: more than 200,000 cars pass by the site every day, and given that the facility has been underutilized for a number of years, many are curious about what the building will be used for. As the 29 acres is converted into an attractive school campus with new playing fields replacing asphalt parking lots in front of the building, and as changes are made to both the inside and outside of the building, we will tap into the public's curiosity to draw awareness to plans for American International, an exciting new charter school scheduled to open in the fall of 2014.

Our objective is to have a student population that is representative of Salt Lake County in terms of socio-economics (target of forty percent economically disadvantaged, which is higher than county averages but lower than within the five-mile radius), culture and ethnicity (target of 25 percent minority), academic performance, and special needs (target of twelve percent).

AISU outreach efforts, for which \$50,000 has been budgeted, will include the following:

On-site Billboard: There is a highly visible two-sided billboard on the school site along I-15, which AISU will utilize periodically. In renegotiating the lease agreement with the sign company, we will ask them to consider installing an LED-type billboard system that would allow for dynamic usage (frequently changing messages and images), as well as spread the costs across more advertisers (it wouldn't have to be used exclusively by the school).



Electronic Sign: In addition to the on-site billboard, the school site also has an electric sign at its entrance designed to attract attention from I-15 traffic. Messages on this sign will support the school's marketing efforts and complement the billboard.

Printed Materials: Informational and promotional brochures, flyers, and posters will be prepared in multiple languages, including direct mail pieces that will be used on a limited, targeted basis to reach underserved populations.

Earned Media: AISU will work with a public relations firm to develop a comprehensive media strategy to increase public awareness via newspapers and other publications, radio, television, and Internet (including social media). These efforts will extend to all outlets that serve minority populations.

Open Houses: Beyond general messages introducing the school to the public, the electronic sign and billboard (if converted to LED or similar functionality) will promote a series of open houses. These events will allow families to tour the facilities and attend an information meeting regarding the school's mission, philosophy, vision, and programs. Special open houses will be offered for specific language groups to reach out to English Language Learners, as well as to specific cultural groups.

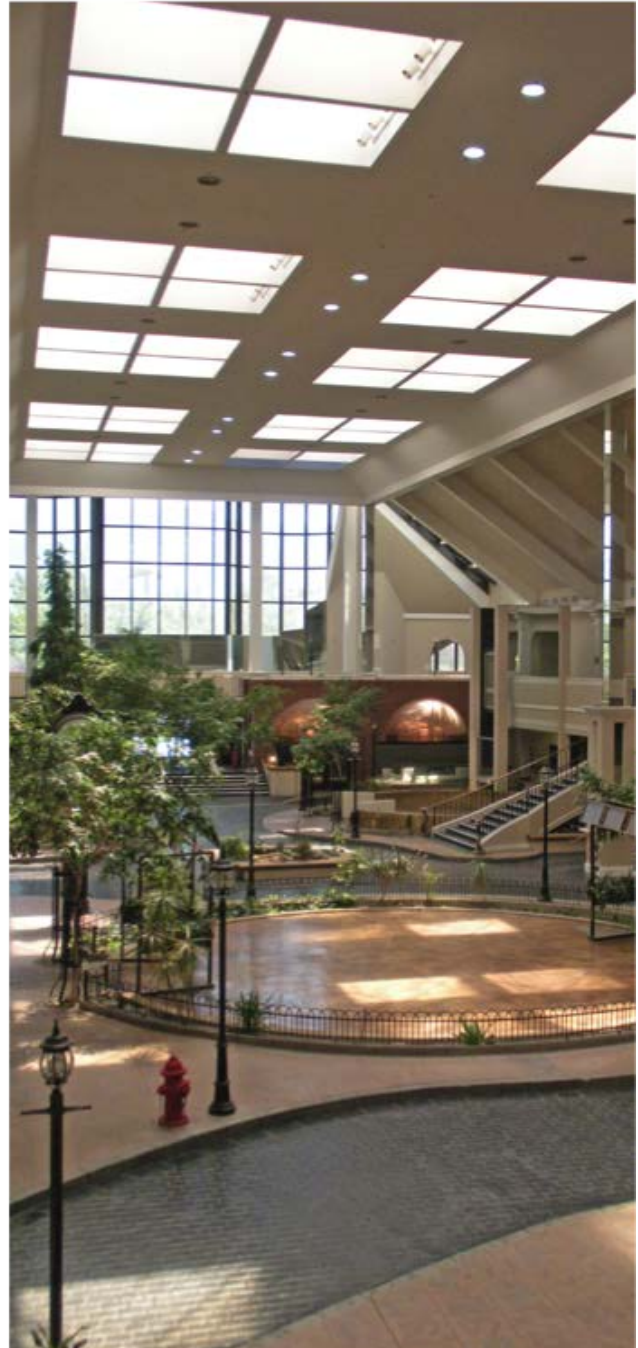
Family and Youth Services Organizations: We will facilitate targeted outreach to underserved populations, including minorities and economically disadvantaged primarily by networking with organizations that currently serve these populations.

Employers: We will work through HR departments for larger employers and through business groups (e.g., Chamber of Commerce) to encourage businesses to inform employees of this new K-12 educational opportunity for their children. AISU will participate as a member of local business and civic organizations and network through these entities to promote the school.

Web Site: all of the above efforts will direct interested parents, students, and community members to the school's web site which will be available in multiple languages. Any and all print media distributed through each of the above avenues will incorporate a QR code, allowing instant access to the web site, which will play a key role in informing the public and marketing the school. The web site will offer links to the school's accounts with Facebook, Twitter, YouTube, LinkedIn, and other social media outlets.

5. Capital Facility Plan

Building: The Utah International Education Center



Utah International Education Center

AISU is working in partnership with developers who are negotiating the acquisition of the former 49th Street Galleria, with plans to convert the facility into an international education center. Our hope is that American International School of Utah would serve as the lead educational institution at this proposed campus. As will be articulated below, the concept for this site and facility are extremely well suited for AISU's programmatic and operational needs.

Some of the key aspects for this project are described below.

- **Multi-school campus** serving students in K-12: for the developers, the financial viability of this project does not rely on any one school. The facility will be centrally managed, including food services, building security and maintenance, as well as shared-use facilities such as a gym, athletic fields, an auditorium and the media center. Each school will have its own dedicated space, as well as shared use of other portions of the facility. The envisioned school consortium could include various charter and private schools—such as an Arts Academy and a S.T.E.M. Academy. This would provide a broader range of options for both local and international students. [Note: these programs could be separate, stand-alone charter schools, or such “academies” could be developed under the AISU umbrella.]
- **21st century educational approach:** the site will be designed to showcase the hybrid/flex educational model — actively engaging students and individualizing learning by optimizing the use of both technology and classroom teachers. However, the facility could also accommodate more traditional academic programs, providing a range of alternatives.
- The campus will be designed to facilitate the transition to more technology-based learning. The site has fiber optic connectivity providing all the bandwidth a school requires, but offering a more technology-based, student-centric approach is about much more than bandwidth. Other unique aspects envisioned for this site include the following:
 - Students will spend less of their time in typical classroom settings, requiring more variety in work spaces, including open areas where students can collaborate in small groups and work independently (e.g., Atrium/Plaza).
 - More flexible hours—the campus will be open from 7 a.m. to 9:30 p.m.
 - Students can work at home, at school, or elsewhere AND in the morning, afternoon, or evening—the facility will be able to support far more students because, unlike traditional schools, our students will not all have to be at school at the same time.
- **An international focus,** including a public/private hybrid international high school serving students from around the world. Whether working with AISU or with another charter school, the developers are committed to creating an international learning center. The campus will be designed to attract international students in what is a competitive but growing market. Adjacent apartments could serve as a housing alternative for international students, who would otherwise participate in a home stay program.

- An increasing number of students from China and other countries desire to attend college in the U.S.
 - To better prepare for college in the U.S., an increasing number of international students are attending private American high schools.
 - Our goal is to position Utah as the preferred portal for international high school students who plan to attend college in the U.S.
 - AIEC would serve as the flagship for these efforts.
 - Students in our public/private hybrid international school will not only learn about the world, they will study and develop friendships with students from all over the world.
- **Centrally located** to serve the entire Salt Lake Valley, this site can serve as a gathering point for families throughout Salt Lake Valley who are hungering for a more dramatic shift in how we educate our children. The central location will also make it easier to recruit home stay families to host international students.
 - **Outdoor Learning Center:** The proposed property may include a three-acre parcel that is contiguous with the Jordan River Parkway Trail at the confluence of the Jordan River and Little Cottonwood Creek. Thus, the property could provide direct access to the river and wetland areas protected by a series of public parks. AISU may work to develop an outdoor learning center that could serve school groups from throughout the state with standards-based learning activities utilizing the Jordan River as a resource.

Why this type of approach?

Based on current trend lines, it is projected that by 2019 more than fifty percent of high school credits will be awarded through online classes. This doesn't necessarily mean that students will spend half of their school day at home. However, traditional school buildings, which we continue to build, are not particularly effective at facilitating this approach to schooling. We need to create new types of instructional space that is designed to support a more flexible, student-centric, technology-facilitated approach to education. This proposed campus represents one such effort.

The AIEC Vision

*AIEC will become an educational jewel
in the center of Salt Lake Valley
that will serve thousands of Utah students
and strengthen Utah's ties throughout the globe.
It will serve as a development lab, demonstration site, and distribution platform
for innovative 21st century educational tools and practices.*

American International Education Center and American International School of Utah

Plans for AIEC are not finalized and funding for improvements has not been secured (and will not be until AISU's charter application has been approved). As of December 2012, the investors, developers, and other AIEC partners have secured the facility through May 1, 2013, by which time AISU will know whether its charter has been approved.

The AIEC developers are excited by the conceptual design for AISU and believe that the school would serve as an ideal anchor for the project. As the lead institution at AIEC, AISU would be given first priority in space utilization and will also have the opportunity to assist in the design process for site and building improvements. Over time, AIEC may construct additional classroom buildings and other facilities on the campus to host complementary charter schools or programs (including satellite campuses for existing successful charter schools). This will serve to spread the costs of campus amenities across a larger student population.

Also, as the lead institution, AISU would have first right of refusal on the purchase of the entire facility after three to five years of operations. At this point, the developers have made a commitment to AISU for a long-term lease contingent on charter approval. They have not made any commitments to sell the property to AISU.

Building Considerations, Specifications, and Requirements

AISU has a strong preference for a site that offers a "campus"—including playing fields and open spaces in addition to academic facilities. The site needs to support a full range of co-curricular and extra-curricular programs. In terms of facility-related needs, flexibility is highly important. Rather than have students spend all of their time in a traditional classroom of roughly 900 square feet, we need a variety of options, with a preference for clusters of rooms that can be combined by opening panel walls (similar to those used in hotel ballrooms).

Given AISU's technology-facilitated educational model, it is critical that the school have high Internet bandwidth, preferably fiber optic.

Of course, it is requisite that the facility meets building code and zoning requirements for use as a school.

General Classroom Space: In terms of estimating the amount of classroom-type space required with the hybrid/flex model, we are conservatively projecting that our needs would be roughly two-thirds of that which is typical for traditional schools. For general classroom space, we are allocating roughly thirty square feet per student assigned to classes during the highest-use time period. With a projected first year enrollment of 1000, we will require roughly **40,000 square feet** of flexible, general use classroom space. Our expectation is that the amount of classroom space will need to expand by an additional 10,000 square feet by year three.

Special-Use Classroom Space: AISU will require additional instructional space dedicated for specific uses, including: science labs (2), art rooms (2), music, dance, and CTE (2). These eight rooms will be larger than typical classrooms, averaging roughly 1000 square feet, for a total of **9,600 square feet**.

Student Commons/Media Center: At AISU, students will not spend all of their time in classes. In some respects it is more like college, where students need to spend more time outside of class preparing individually and in study or work groups. The AISU facility requires some large open areas that are easy to supervise and that provide a variety of workspaces for individuals and small groups of students. This area should cover a minimum of **5000 square feet**.

Auditorium/Stage: Ideally, the AISU facility will have an auditorium with a minimum capacity of 600. The auditorium will include a stage suitable for dramatic productions and musical performances, as well as public addresses or special presentations.

Administrative and Teacher Offices/Work Space: With a projected full-time administrative and teaching staff of roughly sixty people, we will require roughly 6000 square feet of office space, plus an additional 1200 square feet for a teacher work room, for a total of **7200 square feet**.

Cafeteria/Food Prep: Given AISU's flexible schedule, we would like to have food available to students for breakfast, lunch, and dinner. Thus, we need two dedicated eating spaces—one for elementary, the other for secondary. A food preparation and storage area, including walk-in refrigerators and freezers, is also necessary, and will require a minimum of **5000 square feet**.

Sports, Athletic, and Recreational Facilities: AISU's campus should include two gyms (boys' and girls') as well a fitness area (cardio and weights), and locker rooms. In addition, the school will need at least two full-sized playing fields, as well as a playing field and age-appropriate playgrounds for elementary students.

Restrooms, Storage Areas, Custodial Closets, Mechanicals: The building requires restrooms for at least 1400 students, as well as storage areas, custodial closets, and mechanical rooms appropriate for a building of this size.

Parking: The site should have at least 500 parking spaces.

Suitability of Proposed Site Relative to Needs / required Renovations:

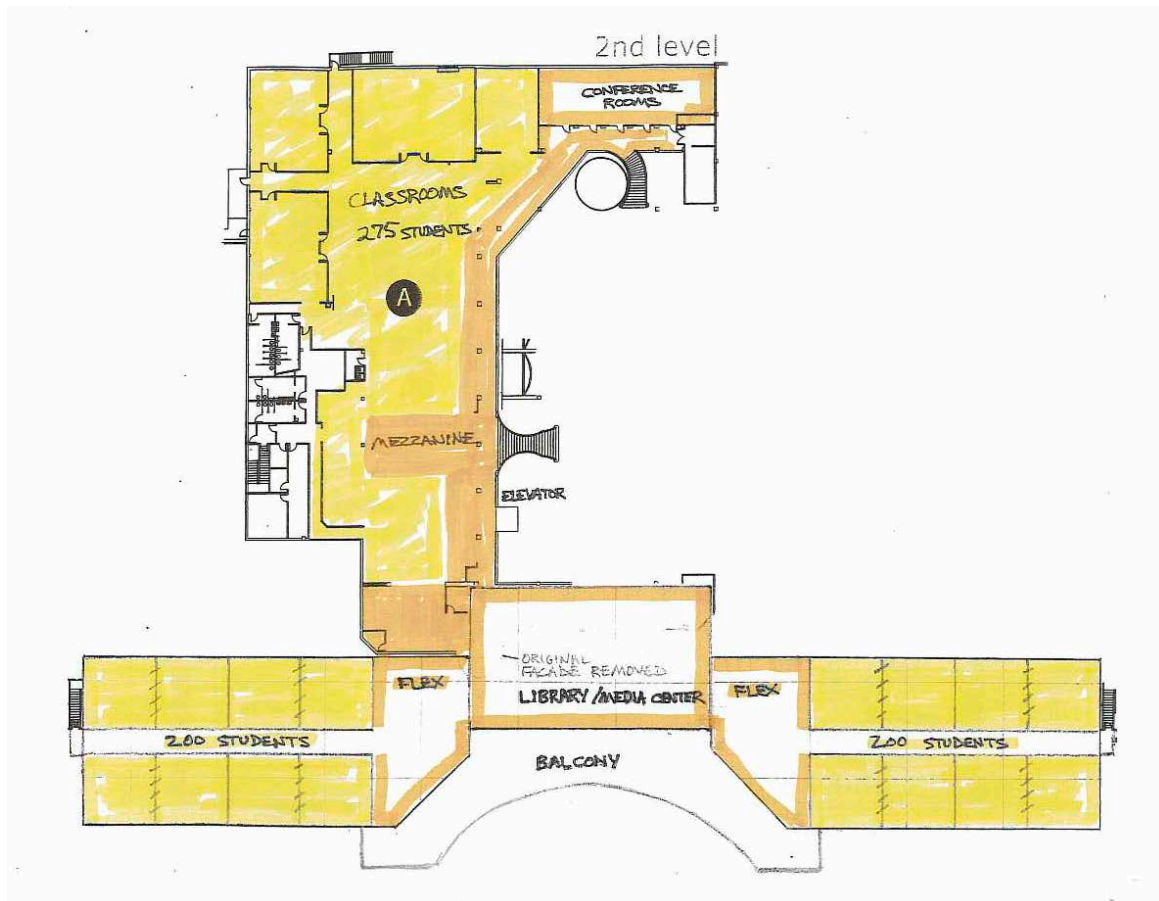
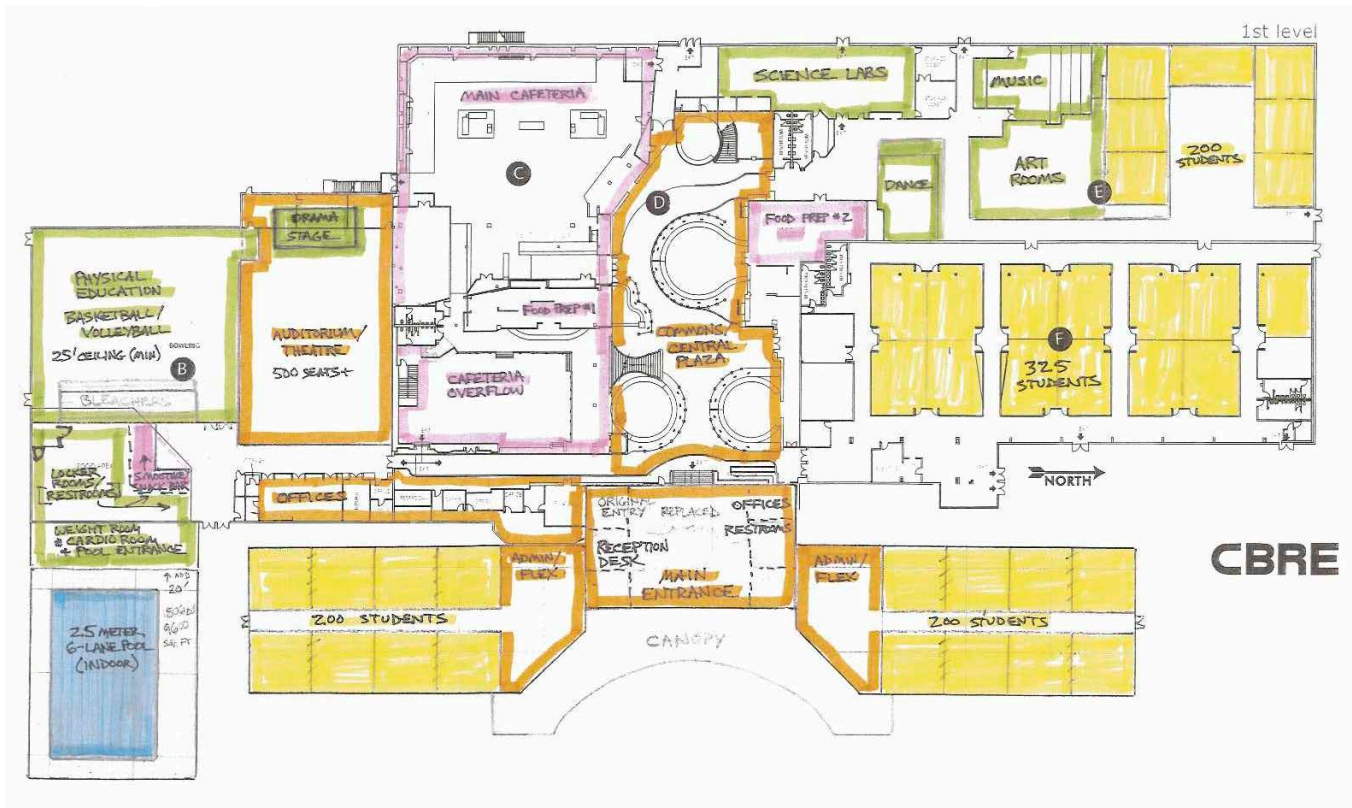
The former 49th Street Galleria is an ideal site for meeting AISU's needs. The previous owner of AISU's proposed site had planned to open a private college—Salt Lake Valley College—and made many improvements toward this conversion, as well as many other updates to the facility (which was originally built in 1983). The building currently meets most relevant building code and zoning requirements, and the investments that have been made will significantly reduce the cost of preparing the site for our use. **The existing facility has 160,000 square feet**, more than sufficient to meet AISU's needs, with space for additional buildings if desired. At full enrollment, with 1400 students, the facility would provide more than 121 square feet per student (even if all students attended on site on a full-time basis). This is within an appropriate range for K-12 facilities. The AIEC development group has estimated that with an additional \$3.5 million, the site would be adequate for AISU's use. However, they plan to spend \$8 million beyond acquisition costs to provide a campus that offers more than the necessities and retains its value over time. Priority will be given to first assuring the building meets all "Class E" requirements.

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AMERICAN INTERNATIONAL SCHOOL OF UTAH



Contingency

As of October 2012, it appears very likely that AISU will have the opportunity to be located at the Galleria site in Murray. However, given that the transfer of the property has not taken place and lease terms have not been negotiated, AISU believes it is critical that the school have a fallback option. AISU has been unable to identify another affordable, large track of land or suitable building in the central Salt Lake Valley area. Therefore, if plans for the AIEC fall through, or if proposed terms are unattractive, AISU would shift its focus farther south along the I-15 corridor in the South Jordan/Sandy area west of I-15 between 10000 South and 11400 South. This is a high-growth area within the Jordan School District that is easily accessible to residents in the southern portion of Salt Lake County. There are a number of potential sites that AISU has identified in this area that would be suitable for our school.

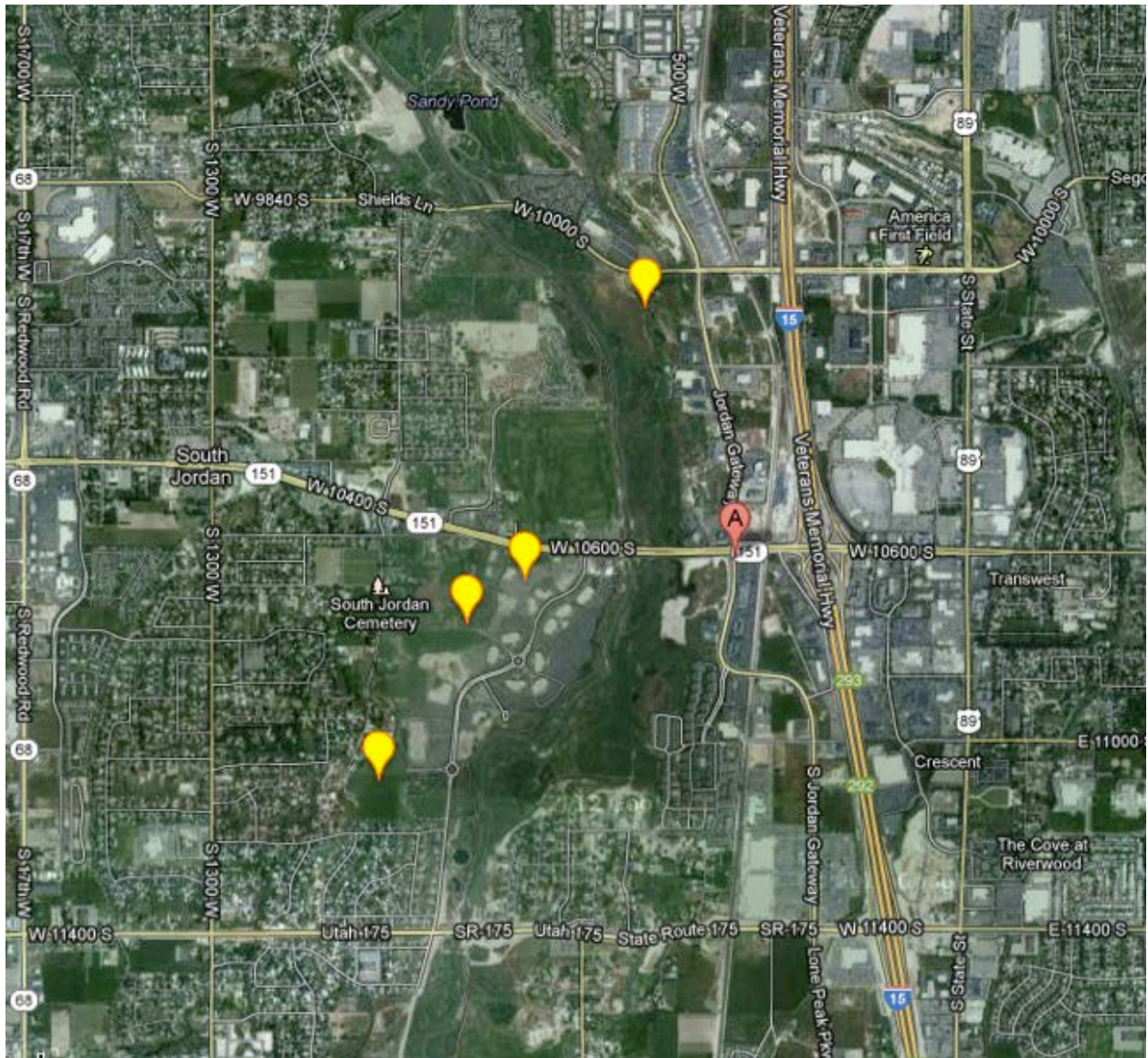
Contingency Site Market Context and Trends

If AISU were to adopt the contingency plan and locate in the vicinity of 10600 South and the Jordan River, the school would draw primarily from the Canyons and Jordan school districts. Within a five-mile radius of this area, district public schools include: 47 elementary schools, 12 middle schools, and 9 high schools. Collectively, these schools serve roughly 60,000 students. As this is a high growth area, the number of students is projected to increase significantly in the coming decades, along with a corresponding need for new schools.

Due in part to the high growth nature of this area, there are a significant number of charter schools within a five-mile radius, including: American Preparatory Academy; Beehive Science & Technology Academy; Channing Hall; Hawthorn Academy; Itineris; North Star Academy; Paradigm High School; and Summit Academy. Most of these schools are fully enrolled, and none of these schools offer a program similar to that envisioned for AISU.

Socio-economically, 31 percent of elementary students in this area qualify for free or reduced school lunch (versus 54 percent at the Murray location).

Prior to its presentation to the Utah State Charter School Board, AISU will know whether it will be necessary to locate at a contingency site. Marketing and community outreach efforts will be adjusted accordingly. Generally, the same strategies will be used. However, the funds that would otherwise be used for the billboard would be reallocated to other strategies to help compensate for the less visible location. The map below shows the contingency locations under consideration.



The mission and vision for AISU is to create a transformative model for education in the 21st century. We believe that our approach will work better for all students, and that all families should have access to a hybrid/flex school option. The location of our school is not of critical importance, as we believe the need is everywhere. It is important to note that AISU's founders are not, primarily, parents desperate for a better school for their children. Rather, we are educators who wish to realize a more compelling and effective approach to student learning than is currently available.

Contingency Facility Plans

All of the potential sites within the contingency target area are development parcels—vacant land that would require new construction. In this scenario, rather than build a large facility at the outset, AISU would likely construct two smaller buildings for its first year of operation (a sample floor plan is provided below). These buildings would initially serve all students in grades K-12. However, as the school expands, it would add a larger building to its high school program.

Discussion of Floor Plan

Note: The proposed floor plan follows this section.

1. Size: The size of the building as presented in the floor plan included with this plan is 26,824 square feet. However, the current plans will be amended to widen the central hall of the “Plaza,” or the central library/media/open space, by six feet. With these changes, the square footage should total 28,119. In an effort to minimize square footage (and thus costs), the amount of space devoted to corridors has been kept to a minimum.
2. Classroom Clusters: Three clusters of four classrooms each are designed to support teaming. A moveable wall (similar to hotel ballroom walls) that has “white board” surfaces joins each pair of rooms. With these walls opened up, one teacher will be able to supervise students working in the space of two rooms. Furthermore, the facilitation and supervision of group work will be enhanced by common space between the two sets of classrooms within a cluster that is equivalent to the size of two classrooms. The classroom walls facing this open area will feature significant amounts of glass—providing a sound break but allowing for visual supervision. Each set of rooms will have a ceiling-mounted projector and will be prepped to accommodate a Smart Board. Note: By widening the central Plaza and shifting the two pairs of classrooms on the right side of the building into the Art and Science rooms, the open space between the two sets of rooms in this cluster will match that which is provided for the other two clusters (i.e., it will be 24’ wide—this was a mistake generated during the CAD process).
3. Plaza: The alterations discussed above (widening the central hall of the Plaza by six feet) will also allow for visual supervision of this space from the main office (as the classrooms immediately to the right of the office would shift down by six feet). This space is designed to be flexible in nature. Some cubicles or portable walls could be used to differentiate areas (including space for conferencing, certain technology applications, etc.). This space would house the school’s library and serve as the technology hub (though the school will rely primarily on laptops serviced by a wireless network).
4. Art & Science Rooms: Shifting the classrooms into the Art & Science classrooms will diminish the square footage in these rooms by 288 square feet. However, these rooms will still be very large at 1371 square feet each. Both of these rooms have direct access outside, with the intention of developing outdoor learning space linked to these content areas.
5. Stage/Music Classroom: The stage area can be separated from the multi-purpose room with a sound-dampening hotel-ballroom-type moveable wall. This space will service both vocal and instrumental musical instruction, with storage space provided for instruments adjacent to the stage. The stage area will also accommodate performances and special presentations.
6. Multi-Purpose Room: This space is designed to accommodate in excess of 300 people for auditorium seating. It also provides a full-size volleyball court, a full-size half-court for basketball, as well as a reduced-sized full-court basketball option. A climbing wall has been included on the far left wall. This space will also serve as the school’s dining hall—however, students would have to eat in two shifts. Community events would utilize the multi-purpose

room, the central corridor, the kitchen, and the restrooms. The Academic Wing (classrooms and plaza) could be sealed off.

7. Outdoor Ed: The Outdoor Ed room is designed to support “messy” projects as well as serve as a staging area for outdoor adventure activities. Access includes two garage doors (that roll up so as not to take up overhead storage space). There is a small restroom adjacent to this room, as well as a utility room with a washer and dryer.

8. Kitchen: The kitchen has been designed to facilitate cafeteria-style service (with students going through a line (entering from the hallway and exiting into the multi-purpose room), as well as family-style dining. There is sufficient square footage to add a walk-in refrigerator/freezer.

9. Storage: Two large storage spaces have been provided on either side of the stage. In addition, there is considerable storage space available in the “Outdoor Ed & Storage” space—the sloped ceiling will allow for a “storage mezzanine.”

10. Teacher Work Room: This space is large enough to support flexible use over time. It includes a unisex restroom for staff and a kitchenette. In addition to serving as a teacher workroom and break room, this space could support community outreach activities, as well as provide a more secure placement for some library reference materials.

11. Office: The office is designed so that those seeking assistance do not enter the office space—the reception desk is linked directly to the corridor space—significantly increasing the utility of the space allocated for the office.

12. Restrooms: The restrooms have been located across the hall from the office to facilitate constant supervision.

13. Student Lockers: The floor plan shows a total of 240 small student lockers. Additional lockers could be located on the lower right wall of the multi-purpose room (on the wall shared with the men’s restroom).

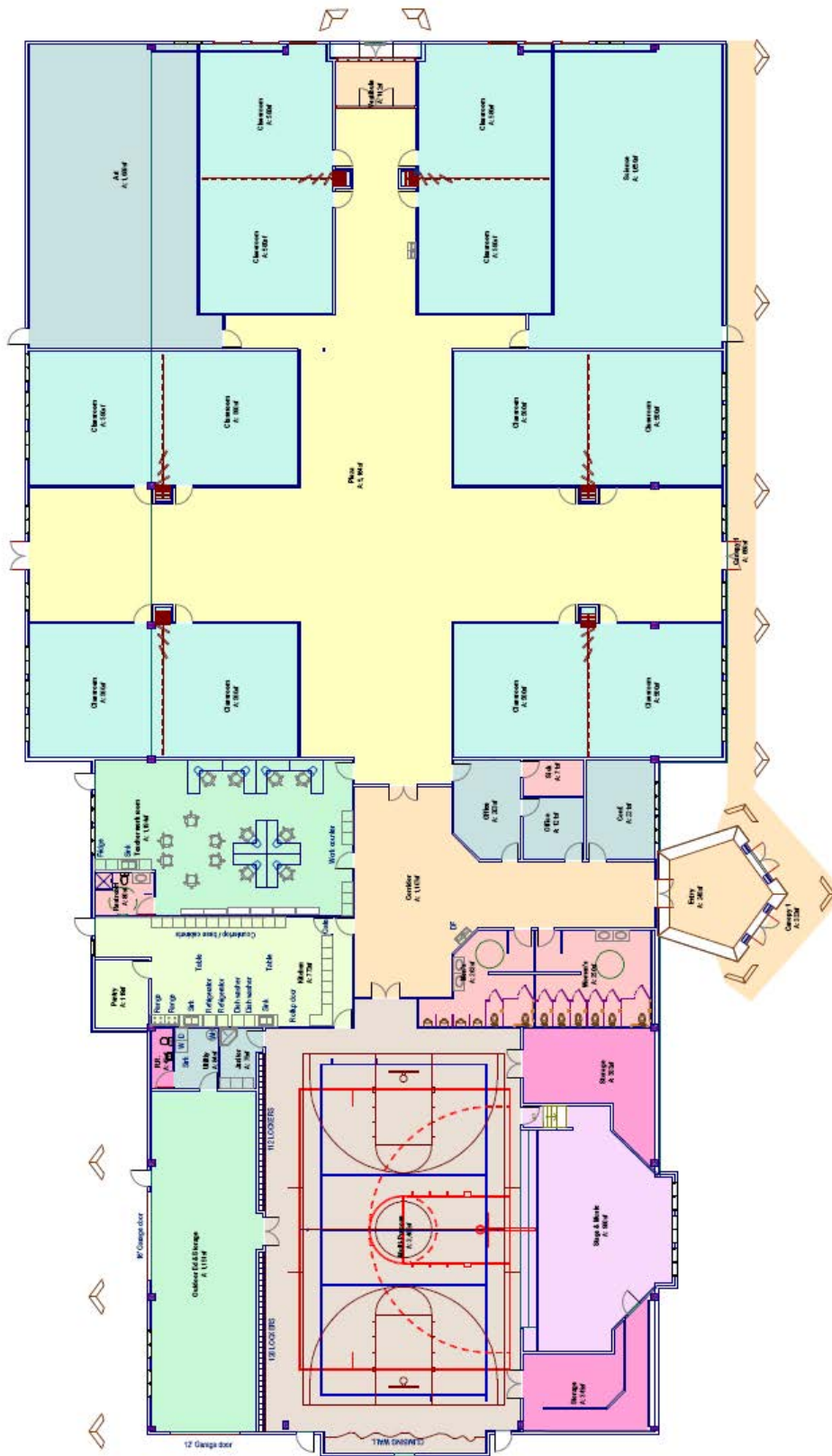
14. Safety Issues: The building has been designed to maximize safety. It will facilitate a collaborative and supportive school culture and it is designed to enhance supervision. Video monitors will be utilized; with only five needed to cover the interior space (external coverage requirements have yet to be determined).

Note: As mentioned above, if plans for locating at the Utah International Education Center (AIEC) in Murray fall through, AISU’s contingency plans call for building two new buildings for year one, each with roughly 28,000 square feet. A larger high school facility would be added once demand for the school’s program has been validated.

In conjunction with this move from Murray to the South Jordan/Sandy area, AISU would plan to reduce its first-year enrollment to 750, and the “75 percent contingency budget” included in this application would become the school’s proposed first year budget. Enrollment projections beyond the first year would be as follows: 900 in year two; 1050 in year three; and 1200 in year four and beyond.



TM
Daniel Cook Architect



Financing

Financial Terms at AIEC Campus

AISU's proposed site, the Utah International Education Center, would function as a multi-school campus with AISU serving as the lead institution. The preliminary agreement for location at this site is for a five-year, renewable lease. AISU's lease rate would be equal to no more than twenty percent of AISU's general state revenues (i.e., not including special education and other restricted funds) during the first two years (with an established minimum payment). After the first two years, the lease rate could increase to as high as 22 percent of general state revenues for years three through five. However, under this preliminary framework, **AISU'S lease at AIEC would include utilities, property taxes, overall building security and maintenance, as well as the initial furnishings, fixtures, and equipment** (for classrooms, offices, and common areas).

One of the greatest benefits of this lease structure is that AISU is not put at significant risk if enrollment targets are not met. At AIEC, the site management (separate from the school) would take responsibility for identifying other potential tenants for unused portions of the building.

After its third year of operation, AISU will seek qualification for state backing of tax-exempt bonds, or other financing, if the AIEC developers offer to sell the facility. Otherwise, AISU would likely continue to lease space at AIEC.

Contingency Scenario

If new construction is required in the South Jordan/Sandy area, we anticipate that one of AISU's development partners will be willing to structure a lease agreement on terms similar to those offered at AIEC. Lease payments would be based on twenty percent of state revenues during the first two years and 22 percent during the next three years (including initial furniture, fixtures and equipment). AISU would have incentives to purchase the facility within five years of opening its doors. AISU will also seek proposals from other developers in order to secure the best possible facility within appropriate budget constraints.

With the contingency scenario, costs to the developer would include roughly \$3.6 million for initial site acquisition, and \$10 million for construction of the first two buildings along with associated site improvements.

Note: Michael H. Farley and Harmony Educational Services, LLC are working to create an innovative approach to facility financing that may be better suited for new charter schools than currently available options (e.g., HighMark). Farley and Harmony may participate as investors in developing a suitable facility for AISU. However, AISU's board will maintain its autonomy in soliciting proposals and evaluating various options and service providers to best meet the school's facility needs.

6. Detailed Business Plan and Budget

Overview

Just as hybrid cars are designed to increase efficiencies, AISU's hybrid/flex model is designed to improve performance without increasing costs. Teachers play a critical role in education; however, Utah cannot afford attempts to improve education by reducing the student/teacher ratio. AISU will use technology to significantly leverage the time and influence of master teachers.

Our teachers will be paid more than charter schools typically pay their teachers, but our overall student/teacher ratios will be higher. Our plans are to start with a 20 to 1 ratio, and expand to 32 to 1 by year three.

The price of technology has continued to drop considerably through the years, as its capacity to impact education has continued to rise. We believe that the effective use of technology can leverage and enhance teachers' involvement with students. AISU's instructional model does not rely on "reducing class size" or reducing the overall student/teacher ratio to improve student-learning outcomes. In fact, we believe that we can increase the student/teacher ratio (allowing the school to pay teachers more) and outperform traditional schools. Our hope is that we can demonstrate a strategy to mitigate Utah's school funding deficiencies relative to other states.

Also, the "flex" aspect of the model, providing families the flexibility to determine the optimal balance between the amount of time their children spend engaged in school activities at home vs. at the school, should also provide efficiencies in terms of space requirements.

The other "hybrid" aspect of AISU—the public/private hybrid through which AISU will integrate international students into its academic program, will also produce benefits to the bottom line, in that international students will pay tuition at a rate that should serve to increase AISU's per pupil expenditures over time. However, the operating budgets provided in this application only take into account state revenues.

During its first two years of operations, AISU projects a cumulative balance of more than \$500,000, including roughly \$215,000 in year one, and \$322,000 in year two. This will provide the resources necessary to respond to support new priorities for the developing school or to address unanticipated needs should they arise.

We anticipate that the school will reach full enrollment of 1400 in its third year of operation. Though only two years of operating budgets have been included in Appendix B of this application, the balance for year three is projected at roughly \$576,000. An overview of cash flow projections for the first three years is as follows:

AISU Cash Flow Overview: Years 1 – 3

	Balance	Cumulative
Year 1	215,281	
Year 2	322,603	537,884
Year 3	575,824	1,113,708

Planning Year

AISU is building a team committed to the development of an exceptional school. We do not plan to wait until our charter application is approved before moving forward with the planning and implementation process. Significant amounts of time, effort, and resources will be expended on this project in 2012, providing a strong foundation for moving forward if this application is approved.

The school's lease agreement will include the initial furnishings, fixtures, and equipment (FF&E), so the school's operating budget will be spared most expenses during the start-up period. For the final year before opening, AISU will seek a \$300,000 loan through the Charter School Start-up Loan program. These funds would be used as follows:

Personnel: \$130,000 (\$100,000 for salaries, \$30,000 for benefits)

These funds will be used to pay the principal/director and an assistant. Primary activities: 1) recruitment and selection of teachers; 2) marketing, community outreach, student recruitment and registration; 3) site readiness; 4) oversee implementation of technology infrastructure; and 5) negotiate contracts, subject to board approval, for instructional service providers to complement school employees (e.g., online curriculum providers, speech and language specialist, school psychologist).

Technology: \$110,000 (equipment, systems design, and software)

These funds will be used to build the school's technology infrastructure, design its systems, and purchase and operationalize the software that will play a pivotal role in the performance of the school's academic and administrative functions.

Marketing: \$50,000

As outlined in the Market Analysis section, these funds will be used to enhance the school's web site, as well as to pay for on-site billboard advertising, print materials, and other marketing activities.

Balance: \$10,000

This will provide a small cushion as we launch our first year.

Operational Years 1 - 2

By July 2014, we anticipate that nearly all of the staff will have been hired and that the school facility will be a beehive of activity preparing for the opening of this new school. A number of orientations and work parties will be held to help students and their families develop a sense of belonging and ownership in the new school. Teachers will participate in a variety of planning, training and professional development activities. The school's administrative team will continue the process of registering students and gathering student records. Students, parents, and teachers will also work through the process of formulating a Personal Development Plan for each student. Teachers hired for the school's first year will be asked to begin working on July 1.

Key aspects of the budget for the first two years of operations are provided below:

Fund Balance: AISU's operating budget projects a fund balance of \$322,603 at the end of its first year, and a cumulative balance of \$898,427 at the end of its second year. This will provide important flexibility to enable the school to address unanticipated needs as they arise, or to proactively address new priorities for the developing school.

Teacher Salaries: Given the hybrid/flex model, the student/teacher ratio will be much higher than for a traditional school—starting at 25 to 1 and increasing to 32 to 1 by year three. Teachers will be paid more than is typical at charter schools, allowing the school to hire teachers with more experience and to have a competitive advantage in recruiting the most promising younger teachers. Average teachers salaries are projected at \$38,000 in year one, but increase to \$44,000 in year two.

Professional and Technical Services – Instruction: AISU will primarily rely on its own teachers for course development using a proprietary curriculum development and delivery platform and open source material. We have budgeted a total of \$100,000 per year to support professional development in this area as well as to pay for some online courses from other providers for courses that AISU staff is unable to provide. If AISU chooses to deliver a higher percentage of its courses by contracting with other providers, we would reduce our teaching staff proportionately and reallocate teacher salaries to this category.

Administrators: In year one, there will be a principal/director and an assistant director (with the average of the two salaries at \$84,000), as well as a business manager at \$70,000. A second assistant director would be added in year two.

Facility Operations: The landlord will manage the overall AIEC facility, but AISU will be responsible for regular maintenance and cleaning of its dedicated space. AISU will likely contract out for these services, with \$104,000 for services, and \$44,000 for supplies and equipment, a total of \$148,000 over and above the lease.

Building Lease: AISU will be required to pay twenty percent of state revenues toward its lease, with a minimum of \$900,000. For year one, projected lease payments are roughly \$1,080,000. The lease includes utilities, property taxes, security and general maintenance for the facility and grounds.

School Buses: AISU does not plan to provide transportation to and from the school; however, the school will participate in the Utah High School Activities Association and will transport students to various activities and competitions. In addition, students at all grade levels will have opportunities to participate in field trips. The school will likely contract for bus transportation services initially, and perhaps purchase buses once the school is at full capacity. The school bus expenses are projected at \$40,000 in the first year, increasing to \$50,000 the second year.

Charter Start-up Loan Repayment: The operating budgets for the first six years will include \$50,000 in payments toward the anticipated start-up loan of \$300,000.

Contingency Budget

Alternative budgets based on 75 percent of enrollment targets have been provided side-by-side with the regular budgets in Appendix B. By adjusting staffing and salary levels, along with making proportional adjustments for per pupil expenses categories (e.g., instructional supplies), AISU can function successfully at lower enrollment levels. Teacher contracts will include a provision for salary adjustments based on enrollment levels (providing added incentive for good performance). For example, in year one, teacher salaries at full enrollment will average \$38,000. However, at 75 percent of enrollment targets, average teacher salary would drop to \$34,500. In year two, these averages are \$44,000 and \$37,000 respectively.

With these adjustments, the projected fund balance at the end of year one with 75 percent of the enrollment target will be \$222,737—slightly higher than the \$215,281 projected at 100 percent of target. However, in year two at 75 percent of the enrollment target, the operating budget balance for the year will drop to \$184,725.

AISU will operate in a fiscally conservative and prudent manner so that the school has the resources it needs to support school improvement efforts on a continual basis.

<i>Indicator – Financial performance and sustainability</i>		
Measure	Metric	Board Goal
Current ratio	$\frac{\text{Current Assets}}{\text{Current Liabilities}}$	> 1.25
Debt ratio	$\frac{\text{Total Liabilities}}{\text{Total Assets}}$	< 22 percent
Occupancy costs	$\frac{\text{Facility Costs}}{\text{Total Operating Revenues}}$	< 22 percent
Maintain applicable bond covenants	No Default Certification, Audited Financial Statements	No default. School upholds all contractual obligations.
Current assets to total annual operating expenses	$\frac{[\text{Current Assets}]}{(\text{Total Annual Operating Expenses} \div 365)}$	> 60 days cash on hand
Adherence to Budget	$\frac{(\text{Budgeted expenditure} - \text{Expenditure})}{\text{Budgeted expenditure}}$	Overall budget to actual expenditures within 5 percent of budget

7. Fiscal Procedures

Fiscal Procedures

The AISU governing board is ultimately responsible for the financial health of the school. The Board exercises its responsibility by:

1. Hiring the chief executive officer/director to manage school's financial operations and to comply with the school's board-adopted financial policies and procedures guidelines.
2. Designating a board treasurer (see Bylaws job description excerpt at the end of this section) to work closely with the principal/director and business management personnel, acting as a bridge between the Board and management, to ensure that the Board fully understands the organization's financial status.
3. Developing and approving the school's annual budget, including regular review and adjustments as required.
4. Reviewing regular financial status reports, including profit and loss, budget vs. actual, cash flow, balance sheet and accounts payable.
5. Reviewing and approving the annual financial audit report.
6. Participating in board professional development training with emphasis on financial management and oversight.

As per AISU's organizational plan, the principal/director is expected to hire additional personnel to execute the business plan and oversee the business operation. The AISU business manager may be a person hired by the principal/director, or a contracted service provider may perform the business management functions. The business manager must be experienced and have a track record of successful charter school financial management (see the business manager and treasurer description at the end of this section).

The business manager will work closely with the principal/director. Together, they are charged with executing and managing the financial operation of the school. The business manager, in concert with the principal/director, will work closely with the Board of Trustees, particularly the board treasurer, in the development of the annual budget, reporting and oversight of the school's finances and business operation.

The Board of Trustees will adopt a comprehensive policy for its fiscal operation, *The AISU Financial Policy and Procedures Guide*, to which guidelines the principal/director and school's business management personnel will comply. Key policies of interest to reviewers follow.

1. Standards – the school will utilize uniform budgeting, accounting, and auditing procedures and forms approved by the State Board of Education, which must be in accordance with generally accepted accounting principles (GAAP) and governmental auditing standards (GAAS) and Title 63J, Chapter 1, Utah Budgetary Procedures Act.

2. Budget – AISU’s principal/director and business manager have primary responsibility for preparing an annual operating budget of revenues and expenses and a cash flow projection. Budgets are reviewed by the board treasurer and presented to the Board of Trustees at an open and public meeting. They are reviewed regularly and modified, as necessary. AISU will comply with the budgeting rules for local school boards as outlined in 53A-19-102.

3. Budget Reports – On a regular basis, at least monthly through the end of the first operational year, the principal/director and business manager are responsible for preparing financial status reports for the board treasurer and the full Board of Trustees, including profit and loss, budget vs. actual, cash flow, balance sheet, and accounts payable. Upon request, a monthly (quarterly after the first operational year) financial statement will also be provided to the staff of the Utah State Charter School Board. Business management staff will maintain complete and open records for any person who requests the information, in compliance with Utah State Laws and federal regulations governing the request of public records.

4. Segregation of Duties & Signature Authority – Because of our small size, it is especially important to be conscious of the separation of duties to prevent fraud or the appearance of fraud, especially in areas concerning cash, revenue receipts and check signing. At least one of the board president and treasurer, and the principal/director shall have signatory authority and are responsible for authorizing cash transactions. Signature authority may be granted to others as directed by the Board. All checks must have two signatures. The person who has prepared the check may not sign the check. Appropriate documentation must accompany expenditures.

5. Independent Auditor – As per its policies and state law, AISU will engage a qualified independent auditing firm to conduct an annual audit of its financial operation and prepare financial statements and annual financial reports required by the Utah State Office of Education and the Utah State Auditor. AISU will also engage an audit firm to confirm its October student census count and the year-end student data upload.

Purchasing Policies & Procedures (PP&P)

AISU's purchasing guidelines exist to ensure that goods and services are acquired at fair and reasonable prices and that the highest personal standards of conduct are maintained in all relationships with vendors, suppliers, and subcontractors. AISU adheres to the following procurement objectives:

1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
2. Make all purchases in the best interests of the school and its funding sources.
3. Obtain quality supplies/services needed for delivery at the time and place required.
4. Buy from responsible and dependable sources of supply.

5. Obtain maximum value for all expenditures.
6. Deal fairly and impartially with all vendors.
7. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in AISU's supplier relationships.

In short, the school utilizes the following procurement guidelines:

- a. Contracts under \$1,000 – The school uses the purchasing objectives noted above when procuring goods and services for amounts less than \$1,000.
- b. Contracts from \$1,000 to \$50,000 – The school seeks price quotes from at least two vendors (three quotes are preferred) and awards the contract to the responsible vendor offering the supply or service needed for the best price, appropriate quality and in the necessary timeframe.
- c. Contracts greater than \$50,000 – The school conducts a formal advertised competition using sealed bids or proposals. An award is offered to the qualified bidder who meets the School's specifications and offers the best price.
- d. Construction contracts – The school follows all state and federal guidelines inclusive of state public bidding laws.

8. Expendable Revenue and Undistributed Reserved – AISU's management and Board of Trustees will work to set standards on its annual operating safety margins. During the annual budget review, any plans to use expendable revenue and/or undistributed reserves must be in fulfillment of the school's mission, values and spending priorities, and receive Board approval in an open meeting. AISU will comply with the rules associated with school budget undistributed reserves in 53A-19-103.

9. Investments and Banking – The school will invest its funds in a fiscally prudent manner. The following priorities shall be followed: safety of principal, cash flow, liquidity, and yield. The school shall allocate interest earnings or losses, as they are realized, not less than annually. Reports, no less than quarterly, shall be provided to the Board of Trustees by the business management staff indicating fund balances, interest earnings to date and a forecast for the remainder of the fiscal year. AISU bank accounts will be placed in reputable and stable financial institutions and be FDIC insured. Utah Money Management Council reports will be sent in accurately and timely. The school will comply with Rule R628-2, "Investment of Funds of Public Education Foundations Established under Section 53A-4-205 or Funds Acquired by Gift, Devise or Bequest," commonly called, the Money Management Act.

10. Fundraising and Donations – All revenue producing activities at AISU, including fundraising projects, must be board approved and support the school vision and educational philosophy. Proposals for fundraising projects should answer the following questions:

- a. For what purpose do we need additional funds?
- b. How much revenue do we intend to generate?
- c. How does this fundraiser align with our school's mission statement and educational beliefs?
- d. What are the responsibilities attached to receiving additional funds?

AISU welcomes donations from private sources. Accepted funds must be consistent with the mission and philosophy of the school and promote the education, health, or safety of students.

11. School Fees – The school will follow all state rules related to charging school fees. Students in grades K-6 will not be charged fees. In grades 7-12, appropriate fees may be charged subject to state rule limits and as per AISU's board-approved fee policy. Fees may include lockers, towels, yearbooks, clubs, travel, extracurricular activities, certain materials and supplies, textbook rental, musical instrument rental, calculator rental, etc. Charges related to the National School Lunch Program are not considered fees. Fees will be set, approved, and published each school year by the Board of Trustees. The fee schedule will be posted and distributed to all parents or guardians annually. Students may apply for a waiver of any school fees as per board policy and state rules.

USOE School Finance Training

School Finance and Statistics Trainings – Appropriate school personnel, including the principal/director and business manager, will attend USOE School Finance & Statistics trainings regarding the minimum school program, financial reporting requirements and legislative changes of import to charter schools and districts. The principal/director (and the business manager where necessary) will attend all USOE charter school section monthly meetings. The business manager also will complete the required annual finance training each spring. AISU, in its efforts to ensure that all fiscal matters are handled responsibly and ethically, understands the need for ongoing training especially with regards to handling public funds.

Business Administrator

AISU Business Manager Position Description

Business manager reports to the chair of the Board of Trustees and supports the CEO.

Specific responsibilities:

- Provides direction for the financial management of the school and facilitates board financial oversight.
- Provides direction for the oversight of the school's record keeping and accounting.
- Ensures the presentation of timely and meaningful financial reports to the Board.
- Leads the monitoring of budget implementation.
- Ensures the development of the annual budget and its submission to the Board for its approval in cooperation with the board treasurer.
- Oversees development and board review of financial policies and procedures.
- Ensures the presentation of the recommendations of the auditor to the Board for their approval.
- Leads in reviewing the results of the audit including the management letter, develops a plan for remediation, if necessary, and presents the results to the Board.
- Takes responsibility for designing an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.

8. Organizational Structure and Governing Body

School Leaders

Organization and Role of Board of Trustees

This section provides a description of the administrative structure of AISU: its operations, policies, governance, and relationship to its employees.

Governed locally by citizens, parents, and educators, charter schools are free to be innovative in their design and are highly accountable to the community. AISU will be operated by a governing board whose primary task is to set policy and clear standards for success with specific performance outcomes for achievement. Salary increases are tied to grade level and school-wide improvements in achievement as well as parent satisfaction and student retention. In other areas of the school program, school continuous improvement plans are used to address other school goals and staff responsibility for achieving those goals.

A board comprised of parents, community leaders, and experts in certain fields will operate AISU. The Board has fiscal oversight responsibility and long-term decision making obligations. In addition to evaluating the progress of the school and principal/director, the board members create policy, review financial information, make key budgetary decisions, hire and evaluate the principal/director, and set short- and long-term educational goals.

Board Duties & Obligations

The Board believes that mission and vision statements should guide the day-to-day operation of the organization and should drive and dictate every decision made. Developing systems that ensure the growth of the school is a shared responsibility of the Board and the principal/director, and will assist in maintaining continuity between the organizing board's vision and that of future governing boards.

Board officers (president, vice president, secretary, and treasurer) shall serve one-year terms with no limitation as to number of terms served. Officers shall be selected at the last regular meeting of the calendar year. Secret ballots representing a majority of votes cast shall determine the selection of officers for a given term. Meetings shall be held monthly, the second Thursday, but may occur more frequently during start-up or less frequently after the school opens, as determined by the seated Board. Board meeting notification will take place utilizing the state site, the school's website, and the school's physical facility. Minutes shall be noted and forwarded to the necessary parties.

The Board of Trustees shall further the goals and objective of AISU as reflected in the mission statement as well as throughout the charter application. The Board of Trustees shall provide leadership, guidance, oversight, knowledge and experience to the administration, faculty, students and parents. The Board will provide an annual progress report for all constituency and stakeholder groups. The Board of Trustees shall have power over and control of the business affairs as provided for in Utah and federal law and in the Articles of Incorporation.

Board members shall perform their duties, including those as a member of any board committee, in good faith; in a manner reasonably believed to be in the best interests of the school, and with such care as an ordinarily prudent person in a like position would use under similar circumstances.

For purposes of encouraging full and knowledgeable participation of the Board of Trustees, each board member is expected to fulfill the following duties and obligations:

1. Be knowledgeable about essential documents binding or affecting the academy, including the charter school application, the charter school contract and any amendments, school budgets, and board and school policies and procedures.
2. Maintain the confidentiality of discussions in the executive session and where necessary to preserve the confidentiality of personnel matters, parent and children matters, and school business.
3. Respect and adhere to the lines of communication established by the Board as to any specific matter requiring an official spokesperson on issues involving the press, outside agencies, mediators/arbitrators, and/or attorneys. In the event individual board members are contacted for information, where the Board designates an official spokesperson, members are requested to defer to the chosen spokesperson.
4. Recognize and act in accordance with all board-approved school policies, including those established to ensure the daily orderly operations of classrooms and class work.
5. Board members are expected to maintain discretion and act in a professional manner at all times when dealing with board business or raising school issues, including adherence to the board's conflict of interest policy as articulated in its Bylaws, and any related policies adopted by the Utah State School Board or Office of Education, or the IRS.
6. Board members are encouraged to discuss issues with one another: to treat the principal/director, members of the staff, students, parents, and each other with the utmost respect and consideration.

Member Composition

There shall be a minimum of five regular voting members of the Board of Trustees consisting of volunteers from the community who are committed to realizing AISU's mission and vision as articulated in the charter. This will be a professional board, not a parent-run board. Trustees may be parents of AISU students, but there is no requirement that at least one Trustee be a parent of an AISU student.

A simple majority of the current Board constitutes a quorum of the Board (for example, three of five and four of six or seven). This is required for all meetings and votes. If any two members of the Board are related, each individual shall be counted toward constituting a quorum; however, for voting purposes, if both individuals are present, each shall have one-half vote. All Board or Trustees members shall be required to complete professional development including compliance with the open meetings law training and other training as determined annually by the Board. AISU's principal/director shall be a non-voting member of the Board of Trustees.

Procedures for Selection of New Board Members

The founding Board will consist of at least five individuals, as identified in the charter application and as listed in the minutes of AISU's organizational meeting of the Board of Trustees. This Board will provide governance and oversight during the development and implementation process.

The initial board members are primarily educators, with K-12 charter school experience, as well as at the university level. However, AISU's Treasurer has decades of financial and business experience. The AISU President and Chair of the Board of Trustees served on Utah's State Board of Education for eight years, including a term as board president, as well as serving for a number of years on the school board for the Salt Lake City School District. Two of our board members have studied blended learning in conjunction with their doctoral programs.

The current Board is well constituted to navigate the school through the conceptual development process. Outside expertise or professional guidance will be sought as needed. As AISU proceeds through the implementation process, the current Board will seek to identify other individuals who would add complementary strength or expertise to strengthen the Board's overall capacity. The Board is receptive to applications for membership at any time. A nominating committee may consider applications prior to consideration by the full Board. Appointments will be made in public meetings (by discussion and vote of the Board). However, new appointments will generally be made in conjunction with the annual meeting at which time the terms of roughly one-third of existing board members expire. Prior to the expiration of the existing term, and/or to fill vacancies, the Board may designate a board nominating committee, responsible for establishing the procedures and timeline for soliciting and interviewing candidates to fill new terms. If the nominating committee does not convene and/or fails to fulfill its duties, the Board itself shall be responsible.

Annually, the Board will determine officers in an open, public vote of the majority of the quorum. With the knowledge that board members also have responsibilities outside of the school, all interested parties should give careful consideration of the demands on board members.

Board applicants must exhibit strong moral behavior and be willing to give of their time, energy and abilities to help the school achieve its stated missions and purpose. Board applicants must demonstrate an ability and willingness to attend all board meetings, and to work with other board members, staff, faculty, and others in achieving specific goals or completing projects adopted by the board.

New board members shall be elected by public vote of the board once candidates are interviewed. Public comment will be allowed at the board meeting in May in which the Board elects new members. Strong public concern regarding any candidate shall be taken under advisement and may require postponement of the board election. The Board will then have two weeks to undertake the review of the candidate in question and provide proper notice of the follow-up meeting. In the event there are sufficient candidates available with no reservations, the election will not be postponed. Regardless of the potential for this to occur, all seats will be filled by the middle of June for terms starting July 1st of that year.

In the event of a mid-term vacancy of a board position, replacement applicants may be sought and shall follow the existing selection procedure described above.

Behavioral Expectations

Board members shall abide by the Utah open meetings law. The open meetings law states that discussing board business, policy, actions, resolutions, etc. between three or more board members except at regularly scheduled meetings, is illegal. “Meeting” with another board member is defined as communication through person, telephone, or any other means. Confidentiality must also be maintained. Personnel matters, individual students, and negotiations are confidential by law.

It is expected that all board members will exhibit a professional demeanor at all board meetings. Issues being discussed shall not be personalized and directed toward any other board member, staff member, parent or anyone else. Discernment in interpersonal relationships and communications will encourage board members to respect and consider ideas being presented by other board members and public comment. Each of the directors shall encourage all board members to fulfill their responsibilities to the fullest potential.

Board members will direct criticisms about staff or other board members asserted by parents or other interested parties, to that board/staff member that the situation involves (see the complaint process and policy). Board members will never speak negatively about staff or other board members to the school community or parties outside the school community. In the event this occurs, the Board will take corrective action, which may include reprimanding the offending member, or in severe cases, dismissal from board duties. Board members should not engage in personnel management other than to review and work with the principal/director. Board members who approach staff members in a manner other than as support to the mission and vision of the school shall be dismissed from their duties. In the event the principal/director is the subject of investigation regarding activities that either imperil the proper operation of the school or that manifest illegal activities, the Board will appoint two board members to conduct interviews with staff members and others to ascertain whether or not the allegations are founded.

Conflicts shall be resolved with the people around whom they were created. Board members will commit to resolving conflict directly with each other or with the appropriate staff member. They will not share the particulars with anyone outside of the conflict, including, but not limited to other parents, other staff members or the media. Board members shall exemplify integrity, honesty and respect. Dedication and commitment to the vision of AISU and the charter school movement shall be top priority for all board members. Any board member that has become involved in an irresolvable conflict shall put the vision of the school first.

A board member missing more than two consecutive board meetings without prior approval for an excused absence from at least two other board members may receive a notice of probation. Missing a third meeting without prior approval is considered a resignation by that board member. Even with prior approval, missing more than three meetings in the calendar year will be subject to review to determine time restraints on the member. All board meetings shall be governed according to appropriate parliamentary procedure.

The Board may remove any officer or member with or without cause by two-thirds vote of the entire Board (three, if five seated members, and five, if seven seated members) at any regular or special meeting of the Board, provided that a statement of the reason(s) shall have been mailed by registered mail to the officer or member proposed for removal at least thirty days before any final action is taken by the Board. A notice of the time and location upon which the Board is to take action on the removal will accompany this statement. The officer or member shall be given the opportunity to be heard and the matter considered by the Board at the time and location mentioned in the notice.

COMMITTEES

The AISU Board of Trustees will establish committees as necessary to more effectively and efficiently fulfill its responsibilities. It is likely that as the school proceeds through the development process, the following committees will be formed. In the interim, these functions will be performed by the “committee of the whole”.

Facilities Committee

The facilities committee will work to identify needs and implement a plan for the financing and construction of the AISU school facilities and maintenance of the school. The committee will report any recommended actions, costs and associated timelines to the Board for review, approval and action. The principal/director or designee will likely chair this committee (preferably the business manager). The Board will appoint the facilities committee, two of whom will be board members.

Accountability Committee

The accountability committee will meet all of the statutory requirements and will work to provide academic oversight to the school. Duties of the committee shall include:

1. Adopting a plan to improve education achievement, reduce the gaps in performance of groups within the school, increase the ratings on the state accountability report, and assure the school’s accreditation status;
2. Making recommendations to the principal/director and Board regarding the prioritization of expenditures of school monies;
3. Reporting to students, parents, and the Board of Education on the educational performance of the school and providing dates for the appraisal of such performance;
4. Making recommendations to the principal/director and business manager and Board on the expenditure of school grants; and
5. Making recommendations to administration on safety issues related to the school environment. This committee will be made up of the school’s principal/director, at least two or three teachers who provide instruction at the school and who are elected by the teaching staff, two or three parents or legal guardian of students enrolled in the school –

invited or otherwise appointed by the Board, and a person from the community who is involved in business and who is appointed by the principal/director.

Curriculum Committee

The curriculum committee will work with the principal/director and staff members to review, modify, exchange, correct or otherwise adapt all curricula to standards and needs. The Board will appoint board member(s) to this committee. The principal/director will serve as or appoint a senior staff member as the chair of the committee, and the remainder will be chosen by the Board, including staff, parents, and community members.

Committee Meetings

Each committee shall meet on a regular basis throughout the school year. The committee meetings are to be held at the date, time and place designated in the notice of the meeting as determined by the committee chair or board president. Each committee member shall be given notice of the date, time, location and agenda of each committee meeting either in person, by mail, email, or telephone, no less than two days prior to the meeting. The committee shall keep regular minutes of its meetings and proceedings pursuant to Utah open meetings law.

Legal Status

AISU is a Utah nonprofit corporation and will apply for 501(c)(3) status from the IRS.

School Management Contracts

Consistent with AISU fiscal policies and state guidelines, AISU may contract for services from either a nonprofit or for-profit education management organization.

Grievance Process

Every board meeting of AISU will be open to the public. There will be regularly scheduled board meetings, where time will be set aside at the beginning of the meeting for input by the school community. The community will have the opportunity to address any governing board policy, administrative procedure or practice of the school at that time. It should be noted that the AISU governing board will not be willing to discuss an employee's evaluation, a student-specific issue, or other issues that are protected in the open meetings law.

Nonprofit Experience

AISU is a new school and has been incorporated as a nonprofit corporation and will function consistent with requirement for 501(c)(3) nonprofit, charitable entities (AISU intends to apply for 501(c)(3) status once its charter has been approved). A majority of the founders and those working on the development of the charter application have extensive nonprofit experience. The background information and affidavits attached herein will certify this to be the case, and biographical sketches are provided on pages 21 to 25 of this application. A few highlights are provided below:

- AISU's initial board chair has previously served on both the Salt Lake City School District Board and the Utah State Board of Education (including a term as chair).
- One member is the executive director and treasurer for a national academic society and serves on the executive board of directors for the Consortium of Social Science Associations (COSSA). He is also a founding board member for a youth-oriented NGO and works at a nonprofit, private university.
- One member has served as president for a public college.
- One member served as a member of the founding group and initial staff member for a highly successful charter school in Connecticut (subsequently replicated at more than 20 sites)
- A few members have served as founders or founding board members for various nonprofit organizations.

American International School of Utah

Board of Directors Organizational Meeting Minutes

Thursday, March 29, 2012

4:00 – 5:30 p.m.

Former 49th Street Galleria & TPA Offices (5147 S Galleria Drive)

In Attendance: Greg Jackson, Taylor Halverson, Lisa Halverson, Richard Maxfield, Paul Matthews, Elizabeth Webster, Clark Woodger, Ralph Brown (by phone), Alen Howard, Rob Muhlestein, Shanna Bryant, Denece Kitto, Gary Hill

Note: Prior to the formal board meeting, prospective board members and other guests took a brief tour of our proposed school site—the former 49th Street Galleria.

- I. Richard Maxfield, former Chair of the Utah State Board of Education, agreed to serve as the temporary Chair to conduct the organizational meeting. Denece Kitto served as the temporary Secretary. Richard called the meeting to order.
- II. Introductions were made around the table and room.
- III. Discussion on the Adoption of the Bylaws:
 - a. Richard asked about needed insurance coverage to be added. Mike noted that provisions are provided for future additions or amendments.
 - b. Remuneration was discussed and it was determined that the board would donate services.
 - c. Participation at meetings via teleconferencing is an option.
 - d. Conflicts of interests discussed - Rob mentioned that Harmony and its partners should not serve on the board and that the board would need to function as an independent public body, with fiduciary responsibilities, etc. Others are in agreement.
 - e. **Bylaws Approved:** Greg Jackson moved to approve and adopt the Corporate Bylaws, with the amendment for liability insurance to be provided. Taylor Halverson seconded the motion - with unanimous approval of six board members.
- IV. Finalized list of initial board members: Ralph Brown, Greg Jackson, Lisa Halverson, Taylor Halverson, Richard Maxfield, Elizabeth Webster
- V. AISU charter application
 - a. Anticipated roles were discussed along with HOPE – Harmony’s Optimally Personalized Education, the Hybrid/Flex model- (tabled to discuss at future board

meeting), the international school – future private sister school with the action item to the begin F1 application process, facility issues with backup plans.

- b. **Charter Application Approved for Submittal:** Taylor motioned to approve charter application, and Richard Maxfield seconded the motion. The board unanimously approved in favor.
- VI. A discussion on the roles of board members transpired. Election of Board officers:
- c. Nominations & election of President - Richard Maxfield
 - d. Nominations & election of Vice President - Elizabeth Webster
 - e. Nominations & election of Treasurer - Greg Jackson
 - f. Nominations & election of Secretary - Taylor Halverson
 - g. **Corporate Officers Elected:** Ralph Brown made a motion to approve these positions, and Taylor Halverson seconded the motion, which was unanimously approved by all six board members.
- VII. Adjourned at 5:30 pm

American International School of Utah

Board of Directors Meeting Minutes

Thursday, May 24, 2012

7:00 – 8:45 p.m.

32 W. Center Street, Suite #201, Provo, Utah

In Attendance: Greg Jackson, Lisa and Taylor Halverson; Beth Webster, Richard Maxfield, Mike Farley, Denece Kitto, Chris Muhlestein

Excused: Ralph Brown, (out of country)

- I. Dr. Richard Maxfield called the meeting to order.
- II. Board took time to share their individual background and perspectives. Richard called it “a unique alignment from a variety of perspectives - unusual for a new board, coming from so many differing specialties, yet committed to the common purpose,” that are aligned to the objectives of AISU charter school.
- III. The AISU’s Vision
 - a. Greg stated the vision needs to be flexible. School will monitor and measure student progress using analytics engine, then, adjust teaching strategies based on competency to meet student’s specific needs and goals.
 - b. Training will be provided to teachers, parents, staff through seminars and professional development. Students will learn through lecture, group and 1:1 instruction by teacher, peer to peer mentoring.
- IV. **Minutes Approved** unanimously -March 29, 2012 AISU board meeting.
- V. Facility
 - a. Mike Farley updated the board on the Galleria facility, which will hopefully be confirmed within two weeks, pending approved charter.
 - b. Letter drafted and signed by board to make the USCSB aware of predicament, requesting they expedite the review and approval process to enable the school to more confidently engage in facility negotiations, asking to receive our charter earlier, but still plan to open fall 2014 with back up authorizers prepared in order to meet timeline.
- VI. AISU Charter Application
 - a. Charter Application was discussed as were the specific comments and recommendations by the review committee. A document addressing to justify or make revisions. The board discussed specific comments to justify and/or make revisions (see attachment)

- b. Revised the charter to include specific staffing for Special Education, additional fee for independent audit added to budget, and other.
 - c. **Negotiations for Charter Authorizers Approved:** Motion by Richard Maxfield to use anyone they deem necessary to assist in any negotiations that are required to submit charter application to any of the alternative authorizers listed in VI.e if invited. Greg Jackson seconded the motion, which was unanimously approved by the board.
 - d. **Adopting Charter as a Living Document Approved:** Richard Maxfield motioned to adopt charter as a living document, incorporating concerns mentioned by the board members. Greg Jackson approved and the board approved unanimously.
- VII. Proposed date for next meeting
- a. Next meeting would be preferred at lunch time, due to freeway construction
- VIII. Adjourned 8:45 p.m

American International School of Utah

Board of Directors Meeting Minutes

Tuesday, October 9, 2012

11:00 a.m. – 12:00 p.m.

BYU Center for Teaching and Learning Conference Room

In Attendance: Taylor Halverson, Wendy Woodfield, Mike Farley, Elizabeth Webster, Lisa Halverson, Shanna Bryant, Greg Jackson, Ralph Brown

- I. Elizabeth Webster called the meeting to order.
 - II. First item of business: To vote to add Wendy Woodfield to the Board.
 - Elizabeth Webster motioned to add Wendy Woodfield to the AISU Board.
 - Taylor Halverson seconded the motion.
 - The voting was unanimous.
 - III. Vote to change Bylaws
 - Elizabeth Webster motioned to vote that Taylor Halverson and Lisa Halverson each get $\frac{1}{2}$ vote.
 - Taylor Halverson seconded the motion.
 - The voting was unanimous.
 - IV. Our revised charter application must be delivered to the state as soon as possible. Board members will submit corrections and changes in 48 hours and agree with charter in principle as it is now knowing there will be minor changes.
 - Greg Jackson motioned to approve the current charter
 - Wendy seconded the motion.
 - The voting was unanimous.
- Note: December 13th – present charter to State Charter School Board. Between now and then we will conduct work sessions to develop our presentation.
- V. Adjourned at 12:00 p.m.

American International School of Utah

Board of Directors Meeting Minutes

Wednesday, November 28, 2012

11:00 a.m. – 12:00 p.m.

BYU Harold B Lee Library

In Attendance:

Present Board Members: Richard Maxfield, Greg Jackson, Wendy Woodfield, Taylor Halverson, Elizabeth Webster (left at 11:30 am), Ralph Brown

Other attendees: Visitors: Tasi Young, Mike Farley

Opening Prayer: Taylor Halverson

I. Discussion

- Mike led the discussion
- Item 1: Review of the Dec 13 meeting and preparation for it
- Item 2: Suggestion that for this meeting we being open to receiving feedback from the charter school board
- Item 3: Everyone to receive a copy of the Khan book
 - Discussion of pros and cons of Khan
- Item 4: School size discussion
 - What is the purpose of K-8? How does it fit our mission?
 - How do we scale the development of content for K-12?
 - Possibility of reaching out to Moorhead Elementary in NC (suggested by Richard)
 - See also ck12.org (free resources)
- Item 5: Discuss the feasibility of obtaining 49th street galleria
- Item 6: No proposed name change
- Item 7: discussion about what EB-5 role, purpose and function is, pros and cons, related to discussion of Item 5.

II. Motion:

- Authorize a modified letter to be submitted to Utah State Charter School Board to include language about our international program to be inserted into our charter. Add language to the modified letter that we'll explore additional funding options beyond the EB-5 option. Add language to the modified letter that articulates the linkages between the K-8 and 9-12 aspects of the Charter School.
- Motioned by Richard Maxfield

- 2nd by Taylor Halverson
- Vote was unanimous in the affirmative

Action Item:

- Taylor: get copy of Lisa's article for everyone

Record Keeper: Taylor Halverson

III. Adjourned at 12:05 p.m.

Articles of Incorporation

Articles of Incorporation

The undersigned natural person, being of the age of eighteen years or more, acting as incorporator under the Utah Revised Nonprofit Corporation Act (the "Act"), adopts the following Articles of Incorporation for such corporation:

ARTICLE I

NAME

The name of the corporation is **American International School of Utah.**

ARTICLE II

DURATION

The period of duration of the corporation is perpetual.

ARTICLE III

PURPOSE AND POWERS

a. The corporation is organized and formed for the following purposes and has the following powers:

(i) to act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah, and to act and operate as an educational institution in a manner to be determined by the Board of Directors and included here.

(ii) to engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes:

(iii) to provide programs, instruction and materials to encourage, support and facilitate student learning and development;

(iv) 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 of 1986, as amended, and the regulations promulgated thereunder (the "Code") and are consistent with those powers described in the Act; and

(v) to solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity in furtherance of, incidental to, or connected with any of the other purposes.

b. The following restrictions shall apply to the corporation:

(i) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for



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Receipt Number: 3692220
Amount Paid: \$30.00

services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein;

(ii) No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office except as authorized under the Code; and

(iii) The corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from Federal income tax under Section 501(c)(3) of the Code.

ARTICLE VI MEMBERS

The corporation will have no members, and no stock issued.

ARTICLE V BYLAWS

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE VI DIRECTORS

The number of directors of the corporation shall be three, or more than three, as fixed from time to time by the Bylaws. The names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify shall be included with the organization's first annual report to the Utah Division of Corporations, or prior to the submission of this report.

ARTICLE VII Incorporators

The name and address of the incorporator is:

Michael H. Farley
195 N 300 E
Alpine, Utah 84004

ARTICLE VIII REGISTERED OFFICE AND AGENT

The address of the corporation's initial registered office shall be: 32 W Center Street, Suite #201, Provo, Utah 84601. Such office may be changed at any time by the Board of Directors without amendment of these Articles of Incorporation. The corporation's initial registered agent at such address shall be Denece F. Kitto.

ARTICLE IX
PRINCIPAL PLACE OF BUSINESS

The principal place of business of the corporation shall be the State of Utah. The business of the corporation may be conducted in all counties of the State of Utah and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Directors shall determine.

ARTICLE X
DISTRIBUTIONS

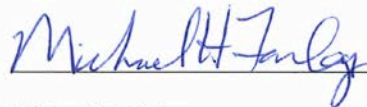
No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions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

ARTICLE XI
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 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 the District Court 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.

Michael H. Farley has executed these Articles of Incorporation in duplicate this 27th day of MARCH, 2012, and says that he is the incorporator herein; that he has read the above and foregoing Articles of Incorporation; knows the contents thereof and that the same is true to the best of his knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters he believes to be true.

Incorporator



Michael H. Farley

VERIFICATION

STATE OF UTAH)
COUNTY OF Utah) ss.

On this 27 day of March, 2012, personally appeared before me Michael H. Farley, who being by me first duly sworn declared that he is the person who signed the foregoing Articles of Incorporation as incorporator and that the statements contained therein are true.


Notary Public



ACCEPTANCE OF REGISTERED AGENT

I hereby acknowledge and accept appointment as corporate registered agent for American International School of Utah, a Utah nonprofit corporation.

Registered Agent


Denece F. Kitto

Corporate Bylaws

American International School of Utah

ARTICLE I: NAME AND PURPOSE

Section A. Name. The name of the corporation is the **American International School of Utah** (hereinafter “the Corporation”).

Section B. Purpose. The purposes of the Corporation shall be:

1. to act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah, and to act and operate as an educational institution in a manner to be determined by the Board of Trustees and included here.
2. to engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.
3. to provide programs, instruction and materials to encourage, support and facilitate student learning and development;
4. 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 of 1986, as amended, and the regulations promulgated thereunder (the “Code”) and are consistent with those powers described in the Act; and
5. to solicit and receive contributions, purchase, own and sell real and personal property, to make contacts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity in furtherance of, incidental to, or connected with any of the other purposes.

ARTICLE II: MEMBERSHIP

The Corporation has no members. The rights, which would otherwise vest in the members vest in the directors of the Corporation (hereinafter the “directors”, the Board” or “members”). Actions require approval by a simple majority of all members.

ARTICLE III: BOARD OF TRUSTEES

Section A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable education law, not-for-profit corporation law, the Corporation’s charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. to elect and remove directors;
2. to select and remove officers, committee members, service providers and the executive director of the school; to prescribe powers and duties for them; and to fix their compensation;
3. to conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. to enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. to carry on the business of operating the charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. to act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. to acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. to borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. to lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. to indemnify and maintain insurance on behalf of any of its trustees, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Utah Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

Section B. Number of Trustees. The number of trustees of the Corporation shall be not fewer than five. The Board shall fix the exact number of directors, within these limits, by board resolution or amendment of the Bylaws.

Section C. Appointment of Trustees.

- 1. Appointment.** The initial Board members shall be those individuals identified as such in the charter application prepared for submission to the Utah State Office of Education on or before April 2, 2012.
- 2. Eligibility.** The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively and so long as the prospective board member meets all applicable regulations of the Utah State Office of Education.
- 3. Term of Office.** The regular term for board membership shall be three years; however, initial board members shall be assigned to one-, two-, or three-year terms so that roughly one-third of the Board shall be up for reelection in any given year.

4. Term Limits. Board membership shall not be automatically term limited, but shall be subject to vote of the Board Members who are not up for reelection.

5. Time of Elections. The Board shall appoint directors whose term begins on July 1st of a given year at the annual meeting for that year, or at a regular meeting designated for that purpose, or at a special meeting called for that purpose to fill a mid-year vacancy.

6. Related Members. If any two members of the board are related, each member shall be counted fully in constituting a quorum; however, in regard to voting, if both members are in attendance each shall have one-half vote. If only one of the related members is present, he or she shall have a full vote.

Section D. Removal of Director. The Board may remove a director in accordance with the applicable provisions of the education law and the non-profit law, with such removal requiring a sixty percent vote of an assembled quorum of the Board.

Section E. Resignation by Director. A director may resign by giving written notice to the board president or secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the board president or secretary shall not be necessary.

Section F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a director, upon the removal of a director, upon declaration of vacancy pursuant to these Bylaws, or upon a director's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of directors.

Section G. Compensation of Directors. Directors shall serve without compensation. However, the Board may approve reimbursement of a director's actual and necessary expenses while conducting corporation business in accord with the set budget and board imposed limits for such activities.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: The American International School of Utah, c/o: Harmony Global Education Foundation, 32 W Center Street, Provo, Utah 84601 or at such other place as the Board may select by resolution or amendment of the Bylaws. The secretary shall note any change in office on the copy of the Bylaws maintained by the secretary.

ARTICLE V: MEETINGS OF THE BOARD

Section A. Place of Meetings. Board meetings, annual meetings, or special meetings shall be held at the corporation's principal office or at any other reasonably convenient place as the Board may designate.

Section B. Adjournment. A majority of the directors present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section C. Notices. Notices regarding meetings will follow Utah Open Meetings Law.

ARTICLE VI: ACTION BY THE BOARD

Section A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

Section B. Action by the Board.

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the directors present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of the board must be present to lawfully conduct a board meeting of the charter school. Directors may participate by means of video-conferencing or by virtue of other electronic means and may be counted toward achieving a quorum provided all directors participating in such meeting are able to hear one another and there is no objection from any director.

Section C. Committees.

1. The Board may choose to establish working committees consistent with relevant laws and regulations in the state of Utah, though these committees may not conduct official Board business.

Section D. Standard of Care.

1. Performance of Duties. Each director shall perform all duties in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a director, a director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more officers or employees of the Corporation whom the director believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants or other persons as to matters that the director believes are within that person's professional or expert competence; or

c. A board committee on which the director does not serve, duly designated in accordance with a provision of the Corporation's charter or Bylaws, as to matters within its designated authority, provided the director believes the committee merits confidence and the director acts in good faith, with a standard of care (referenced in paragraph D.1), and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those

powers are exercised within the ultimate direction of the Board.

Section E. Rights of Inspection. Every director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section F. Participation in Discussions and Voting. Every director has the right to participate in the discussion and vote on all issues before the Board or any board committee, except that any director shall be excused from the discussion and vote on any matter involving such director relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that director uniquely; or (d) any other matter at the discretion of a majority of the Board present.

Section G. Duty to Maintain Board Confidences. Every director has a duty to maintain the confidentiality of all board actions, which are not required by law to be open to the public, including discussions and votes that take place at any executive sessions of the Board. Any director violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

Section A. Officers.

1. Titles. The Officers of the Corporation are president, vice president, secretary, and treasurer. The Board of Trustees may create such other officer positions as it deems necessary. Each officer position shall specify and include its duties and responsibilities in these Bylaws. No officer may hold more than one position at the same time.

2. Election. For all positions other than secretary, the officers shall be elected from among the Board of Trustees at each annual meeting of the directors and shall serve for one year and until their successors are elected and qualified. The Board may elect an individual to serve as secretary who is not a member of the board.

3. Terms. The president may serve no more than three consecutive one-year terms. Directors elected to the other officer positions may serve no more than five consecutive one-year terms. Former officers, after a break in service of one year, may be elected to another term as an officer.

4. Duties. Officers shall have the duties and responsibilities belonging to their office, including those that follow.

(a) The president shall be the chief executive officer of the Corporation, responsible, along with his/her fellow directors, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The president shall have full and equal vote as accorded to all members. The president may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Trustees. The president may delegate, as needed, to any other officer any or all of the duties of the office of president. He/she shall have such other powers and duties as may be prescribed by the Board or by these Bylaws.

(b) The vice president shall have such duties and responsibilities as may be delegated to him/her by the president. The vice president shall have full and equal vote as accorded to all members. In the absence of the president, the vice president shall perform all the duties of the president and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the president, including presiding at meetings of the Board of Trustees. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these Bylaws.

(c) The secretary shall cause notices of all meetings to be served to all members of the Board of Trustees and the director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The secretary shall keep the seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these Bylaws.

(d) The treasurer shall be the chief financial officer of the Corporation and shall have oversight of the business administrator or business service provider as that employee or service takes responsibility of the financial records, investments, and other evidences of school properties and assets. The treasurer shall ensure that the business administrator or business service provider keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any board member. The treasurer shall be the chair of the financial committee, which shall prepare an annual budget, in conjunction with the school director and the school business administrator, for the consideration and approval of the Board. The treasurer shall ensure that the business administrator deposits all moneys and other valuables in the name and to the credit of the Corporation with such depositories as shall be designated by the Board. The treasurer shall provide oversight to the business administrator or business service provider in the investment and reinvestment of funds of the Corporation and the disbursement of funds of the Corporation as may be ordered by the Board. The treasurer shall render to the Board and the members of the school community, at the annual meeting, statements evidencing the current financial condition of the Corporation. The treasurer shall ensure that the business administrator or business service provider establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board a detailed written financial report in compliance with the Utah statutes and regulations relating to charter schools. The treasurer, as chair of the finance committee, annually shall recommend an auditing firm to be hired by the Board to review the books of the Corporation and provide a report on them to the Board.

Section B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the officers annually at the annual meeting or a regular meeting designated for that purpose or at a special meeting called for that purpose, except that officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A director may hold any number of offices, except that neither the secretary nor treasurer may serve concurrently as the chairman.

3. Term of Office. Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

Section C. Removal and Resignation. The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF DIRECTORS

The directors shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Corporation shall, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a director, officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. Furthermore, the Corporation shall maintain liability insurance to protect each director and officer of the Corporation for any issues that arise in relation to their service to the Corporation.

ARTICLE X: SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the directors has a material financial interest ("interested director(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more directors or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

Section A. Fiscal Year. The fiscal year of the Corporation begins July 1 of each year and ends June 30.

Section B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the president of the Board and executive director. Such items for amounts of \$5,000.00 or greater must be signed by these individuals.

Section D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in law and shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Section E. Conflict of Interest. Any director, officer, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or board committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote therein and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from directors, officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a director or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

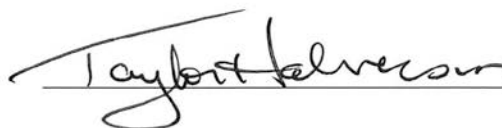
F. Interpretation of Charter. Whenever any provision of the Bylaws is in conflict with the provisions of the charter, the provisions of the charter shall control.

ARTICLE XII: AMENDMENT

A majority of the directors may adopt, amend or repeal these Bylaws subject to approval by the Utah State Charter School Board or relevant charter school oversight agency.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the secretary of the charter school, an education Corporation duly organized and existing under the laws of the State of Utah; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Directors of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.


Taylor Halverson, Secretary
Taylor Halverson

Dated: 3/30/2012

Board Performance and Stewardship Goals

<i>Indicator – Board performance and stewardship</i>		
Measure	Metric	Board Goal
Board member development	Percentage of board passing all available board training modules on the State Charter School Board website	100 percent
Regulatory and reporting compliance	Percentage of all required reports that are submitted to state agency complete, accurate, and on time	100 percent
Regulatory and reporting compliance	Articles of Incorporation, Board Bylaws, and Charter are all in agreement and the school's Charter is not changed without proper amendment from chartering entity.	100 percent (full consistency among corporate docs and charter prior to charter approval and maintained thereafter; no changes to Charter without proper approval)

9. Comprehensive Program of Instruction

Educational Program

An International School in Utah

Ironically, as people across the world have become more aware *of* each other through the processes of globalization, we also seem to know considerably less *about* each other. Our international knowledge-deficit affects all facets of American life including future opportunities for our students to compete in a highly globalized world. Closing the gates and hunkering down will only decrease opportunities for the next generation, not protect them. The American International School of Utah (AISU) will allow students from across the world to learn from, and interact with, each other and high-quality instructors through an innovative learner-based approach. Proximity, learning side-by-side in the same cutting-edge educational setting, will allow genuine interaction between US-based students and those attending AISU from other countries. Creating a unique international school in the capital city of Utah that recruits students worldwide will build on the comparative advantage our state already enjoys in linguistic capacities, while providing a singular educational experience for both local and international students using the most innovative approaches to learner-based education. AISU will take pride in producing “world citizens” whose hearts will always reside in Utah even if they personally do not.

AISU’s international focus will not be limited to having international students enrolled at the high school level. A global perspective will be integrated into the school’s curriculum in grades K-12, and international high school students will be encouraged to participate as tutors and mentors for younger children, as well as to participate in a variety of foreign language and internationally-oriented learning activities and festivities for students in the lower grades. Furthermore, the school will encourage families of AISU students to serve as homestay families for international students—providing significant opportunities to increase cultural awareness for students of all ages. Our hope is that the friendships and bonds that our students develop with students from other countries will serve as motivation for them to strive for foreign language proficiency. These relationships may also stimulate a desire for AISU students to consider taking advantage of student exchange and travel study opportunities in other countries as they develop their long-term educational plans.

An increasing number of international students are entering private high schools in the U.S. to better prepare for entrance into U.S. colleges and universities. The AISU charter school board plans to form a strategic partnership with a private school, through which AISU students would participate in an international program in which roughly 25 to 30 percent of the students in grades 10 – 12 are from other countries. We anticipate that this diverse, international student population will facilitate efforts to “globally engage” our students and staff. We hope to help position Utah as the preferred portal for international high school students preparing for entrance into U.S. colleges and universities.

A 21st Century Approach to Personalized Learning

It has been nearly three decades since “A Nation At Risk” was published, serving as a catalyst for significant and sustained educational reform efforts at the local, state, and national levels. During this period, per pupil expenditures for public education have nearly doubled—yet improvements in student achievement have been minimal.

“A Nation At Risk” coincided with the advent of the personal computer. Many have viewed technology as a key to improving schools. Technology has been aggressively marketed within the educational marketplace, and significant investments have been made. However, again, results in terms of measureable improvements in student achievement have been marginal.

In recent years, online education has emerged as a growing trend. This changing dynamic in public education has been documented by Clayton Christensen in “Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns.” This delivery system is much more economical than the traditional school model. The quality of online content and delivery is improving as the online educational market expands. However, thus far, studies have not shown significant improvements in student achievement (Langenhorst, 2011). Furthermore, for many families, having their children stay at home and take classes online is not a viable option.

AISU intends to create a new vision for what school can be in the 21st century—and to demonstrate, quantifiably, that it is in fact possible to significantly improve student achievement among all demographics without increasing costs.

However, it is our contention that this will only be achieved by fundamentally shifting our focus from a teacher-based model to a learner-based approach. The persistent, dominant educational delivery model of one teacher in a classroom moving students as a group through material at a pre-determined pace is, in our view, part of the problem. This basic structure has marginalized much of the potential educational benefits of educational technology, as well as the value of breakthroughs in the area of cognitive science. It is our assessment that even most existing online courses tend to be structured consistent with the traditional paradigm (due in part to the prevailing “time in seat” requirements associated with the awarding of credit).

Technologies now available offer the opportunity to restructure “school” so as to personalize education around the learning styles, needs, and family circumstances of each child. Key principles of learning theory introduced in the 1980s and 1990s can now be applied to a degree not possible in the traditional, teacher-centric classroom.

AISU will facilitate accelerated learning with higher retention rates for the full spectrum of students. Whether we are working with students who enter the school performing below grade level, students with limited English proficiency, students who are well above grade level, or those with average achievement scores—our personalized education system will better serve all students. Our basic philosophy and approach is consistent with that which has recently been articulated in a new book by Salman Kahn, The One World Schoolhouse: Education Reimagined. We believe that Utah needs a “one world schoolhouse,” and we hope to create it.

AISU Mission Statement

To personalize, accelerate, and enrich learning ...

Using a technology-facilitated, student-centered blended learning model ...

Within a flexible, creative, and inspiring school environment that encourages students to be personally invested and globally engaged.

Many of those participating in the development of the American International School of Utah (AISU) have been involved in educational reform for decades. During this time we have seen a continual series of “research-based” programs and initiatives introduced with much fanfare, but then showing minimal quantifiable results when implemented in our public schools.

Over the last two decades, the potential of technology to dramatically improve education has been aggressively marketed; but thus far, the results have been marginal. For many years, the capacity of technologies available to schools did not match the hype. Furthermore, though many could envision the potential of the Internet, the reality is that it took many years for quality content to be developed, and for schools to secure the bandwidth necessary to access it.

We now stand on an incredible threshold—the world is literally at our fingertips. The capacity of technology to individualize education and extend learning is no longer marketing hype; it is reality. The most significant obstacle to improving the performance of our schools is the traditional teacher-centered organizational structure that is still pervasive. Technology has the potential to effectively implement student-centered approaches to learning advocated by researchers in the field of cognitive science. We need to radically restructure our schools if we are to realize the potential of technology to dramatically improve student learning.

AISU is committed to developing a highly successful, transformative model for K-12 education in the 21st century that blends the use of technology, including online instruction, with classroom and school-based learning facilitated by master teachers.

Educational Program and Methods of Instruction

AISU’s core academic approach will integrate a variety of instructional and learning strategies, as well as structural flexibility, to effectively personalize education. It is not one discrete or narrowly defined program. However, there are four essential elements:

- 1) a hybrid/flex school model;
- 2) *Technology as Facilitator of Quality Education (TFQE)*, which provides the philosophical foundation and theoretical framework for the structure, strategies, systems, and instructional practice that will define AISU;
- 3) a sophisticated user-friendly curriculum development and delivery platform; and
- 4) robust, systematic, technology-facilitated peer tutoring that is integrated into the overall learning program (rather than used solely or primarily for remediation).

We believe that the effective integration of these elements will produce superior learner outcomes across all demographics. By way of clarification, AISU does not intend to create a school in which students spend most of their time engaged in computer-mediated instruction. We intend to use technology to enhance the quality of teacher-mediated activities, resulting in an increase in highly engaging active learning activities (e.g., learning expeditions, field work).

1. Hybrid/Flex School Model

The general approach envisioned for AISU could best be described as a “hybrid/flex” school model. Utah presently has a number of online schools, in which students spend most all of their time at home, as well as some schools that use a blended learning approach with students taking online classes, but at a school location. There is also a school that will have students take all core classes online, with opportunities to take electives on site. AISU offers a unique approach.

AISU will be a hybrid program in that it will utilize both online instruction and classroom-based learning activities. We want to allow technology to do what it does best, and teachers to do what they do best—while tailoring this blend to the unique learning preferences or needs of each child. Most classes will involve both online and on-site, teacher-facilitated learning activities.

AISU will also be designed to maximize flexibility to best accommodate student learning needs and family circumstances or preferences. In some respects, AISU could be viewed as an online school with a campus. We anticipate that the majority of our students will attend school on-site on a full-time or nearly full-time basis. However, AISU be structured so as to accommodate the full spectrum from 100 percent on-site, to 100 percent online at home. In developing each student’s Personal Development Plan, school personnel will meet with the student and his/her parents to determine the optimal balance. This could fluctuate during the course of a year as circumstances change.

Another key aspect of AISU’s Flex Model is that students will be offered alternative paths to meeting course or learning requirements.

Unlike most traditional educational models, AISU’s approach is based on the premise that students can be engaged in learning at any time, in any place; that students have a right to a variety of options regarding their learning, from the environment, modality, media, teachers, and content. We believe that student learning is enhanced when students are given substantial flexibility in guiding their own learning. Strategies to effectively use the school’s educational offerings, self-directed instruction and other educational resources will be determined in consultation with parents and a mentor/teacher. Our main objective is to help students strive for academic and moral excellence, to enhance their capacity as agents for change; to be globally engaged and personally invested in their lives, and the lives of those around them; we desire our students to be part of the solution in the world community.

2. Blended Learning: An Approach with Great Promise

Blended learning and the hybrid/flex model have attracted much interest. Given the recent development of these approaches, there is a lack of solid research. However, this basic approach provides the necessary framework to fully express the principles outlined in the TFQE model below—far beyond what is possible within the context of a traditional classroom. In this sense,

there is an enormous body of research to support AISU’s model. Thus far, anecdotal evidence for blended learning and the hybrid/flex school model has been very positive. The Gates Foundation and many others are now actively promoting this approach. The quotes below are reflective of this support.

“Every community should have a flex option that provides fully supported individualized pathways to graduation. Every community should use a flex model to leverage local resources and meet specific student needs.”

Tom Vander Ark
CEO, Open Education Solutions
Former Education Director, Gates Foundation

“As online learning continues its disruptive growth and school operators increasingly introduce mainstream blended-learning options, the field will remain fluid. Entrepreneurs will begin to scale some of the [schools], as others will create new models that push the envelope and re-imagine what school looks like. Technological advances both in and out of the United States should fuel these efforts. Though some states have policies in place that are conducive to digital learning, no state stands out as of yet for having organized to ignite a massive blended learning transformation that brings about a high-quality, student-centric, more productive education system. If states climb on board with policies that incentivize outcomes and free up operators to create new schools with more flexibility, the transformation could be breathtaking.”

Michael Horn
Executive Director, Innosight Institute
Co-Author, Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns

3. Computerized-Adaptive Learning and Computer-Based Instruction

AISU’s learning system will integrate a variety of instructional technologies designed to personalize instruction and optimize learning. We will make use of the best tools available—products that are marketed by various service providers, open source offerings, and our own proprietary system. For many years, computerized-adaptive tests such as the NWEA MAP have been used to efficiently and accurately assess student performance. Such computerized testing systems adjust questions based on previous responses.

The evolution of analytics engines integrated into learning management systems will now allow this same basic approach to be applied to instruction at very sophisticated levels. Learning systems can adapt challenges embedded in lessons to the appropriate level of difficulty for individual students. Options for developing background knowledge can be presented so as to reflect an individual student’s learning style or preferences.

The capacity of computers to individualize and enhance student learning has the potential to transform education. AISU will provide the environment, structure, systems and resources necessary to realize this potential.

4. Hybrid/Flex and Peer Tutoring

We complete the learning cycle when we have taught what we have learned. Once we have completed the learning cycle by teaching someone else, our ability to retain that knowledge improves dramatically. However, though educators generally understand the power of peer tutoring, this learning strategy is seldom utilized in a significant way. This approach is not viewed as particularly efficient in the prevailing synchronous, teacher-centric classrooms.

The hybrid/flex school structure will enable AISU's HOPE program to engage every student as a tutor. As students encounter difficulty in any particular subject area, HOPE's learning management system will help line them up with a tutor who has demonstrated mastery of that particular concept (this can occur both on-site and online with "Go To Meeting" or "Skype" type functionality). Our intention is for every student to both give and receive help through tutoring.

Peer tutoring is a form of collaborative learning that provides a social context in which students can experience and practice the kinds of interactions that foster "both positive academic and social development gains in youth" (Graves, 1990). Reissman, (1990) asserts peer tutoring is most effective when the participants together experience both the "helper" and "helpee" roles, where many times the mentor receives the most benefit. While providing the peer tutoring experience to troublesome youth, Diane Hedin observed them "conducting themselves in a serious and dignified manner while teaching younger students," which yielded a new experience of "being needed, valued, and respected by another person [and] produced a new view of self as a worthwhile human being" (Hedin, 1987). Furthermore, Damon and Phelps conclude that when children are encouraged by teachers to manage peer interactions, invent original problem-solving procedures, and discover solutions on their own, they create an atmosphere of social stimulation and support, which are essential for healthy development (1989, p. 153).

From the perspective of educational reform, evaluations of peer tutoring approaches and programs reveal that implementing peer programs has demonstrated significant and positive social and academic development achievement in youth, specifically in the areas of math, reading, and science (Damon and Phelps, 1989, p. 152). In their two-year study, Damon and Phelps found that critical thinking skills necessary for meeting our future workforce needs were learned and produced heightened creativity, experimentation, problem-solving skills and understanding of deep concepts through peer collaboration, and were especially effective in science education. The study showed "Gains were made with virtually no instruction from adults other than the initial instructions to work together toward correct solutions. Feedback on right and wrong answers was given only by a programmed computer. The children managed their own interactions, invented their own problem-solving procedures, and discovered their own solutions" (1989, p. 151).

5. Technology as Facilitator of Quality Education: A Model

Developed under the direction of William P. Callahan and Thomas J. Switzer, each of whom served as Dean for the College of Education at the University of Northern Iowa, ***Technology as Facilitator of Quality Education (TFQE)*** provides the philosophical foundation and theoretical framework for the structure, strategies, systems, and instructional practice that will define AISU. Given the central role TFQE will play in AISU development and

implementation, an overview of the model is provided below. The entire model, including instructional videos, can be accessed at: www.intime.uni.edu/model.

The theoretical basis for the TFQE Model is not new—much of the research comes from the 1990s and is now generally accepted. What is new is that technologies available today have the potential to operationalize these principles to a degree not previously possible so as to significantly improve student achievement.

Few people would argue with the idea that information technologies have a major impact on how we view schooling, teaching, and learning. They may, however, argue about the *kind* of impact that we currently feel from the use of technology in our classrooms. Opinions range from those who see technology as the driving force for all that will be good about education in the future, to those who see information technology as a force that will destroy education as we now know it, driving us toward all of the negative aspects of consumerism.

Like most complicated technological developments and their associated social changes, the potential impact of information technology on education is somewhere between these two extreme positions. Decision-making is, of course, still the key to the impact that technology will have on education. One would hope that informed human beings would find a way to capitalize on the best of what information technology has to offer, while preserving the core components of our educational system. This blending of the new with the old is most likely to serve us well in the future and provide us with a foundation for effective citizenship in a democratic society.

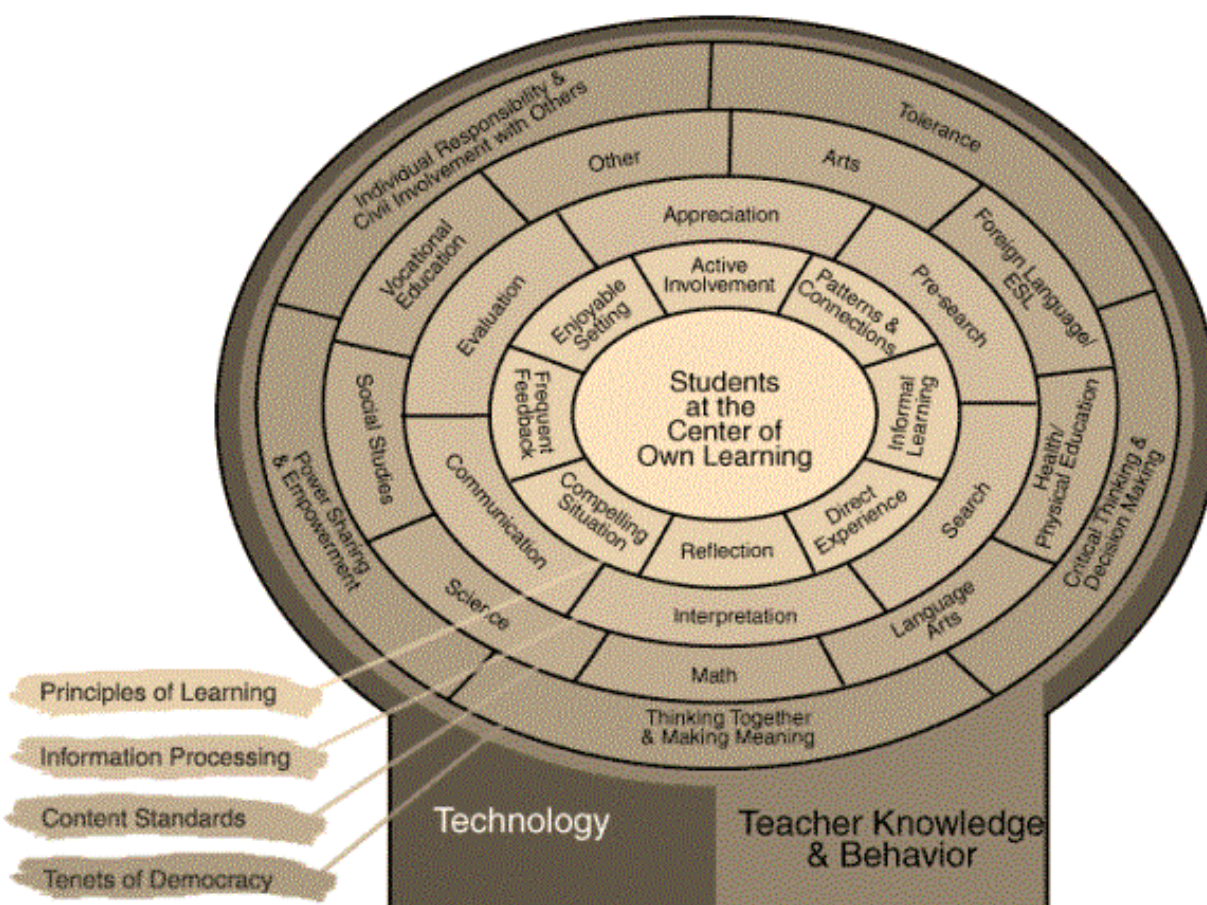
People who fear the consequences of developments in information technology frequently do so not out of ignorance, but from the realization that these technologies present the possibility of a fundamental shift in how we think about the nature of schooling, teaching, and learning. They question the consequences of such a shift. Unfortunately, those who advocate this shift have not developed a persuasive rationale for their position. In their rush to support technology, they have failed to show how the shift can actually promote the core values of education in a democratic society.

If technology is indeed a facilitator of quality education, how will it be used? How can developments in information technology facilitate an education appropriate for the 21st century, while enhancing student achievement in core areas deemed important to our democratic society? Technology as Facilitator of Quality Education (TFQE) is a model developed at the University of Northern Iowa. It includes seven major dimensions:

1. Students at the center of their own learning
2. Principles of good learning
3. Aspects of information processing
4. Standards from content disciplines
5. Tenets of effective citizenship in a democratic society
6. Teacher knowledge and behavior
7. Technology

The seven dimensions of the model provide a way for educators to view the integration of technology-related tools into a robust educational environment and thus answer the hard questions regarding support for the shift in our educational activities toward technology. The model sets up a framework for this robust educational environment and identifies key points at which technology should be implemented and evaluated to determine its impact. It simultaneously allows for the integration of new research findings, while maintaining the structure to evaluate the impact of technology tools on these new findings as part of an ongoing evaluation process. In so doing, the model allows a variety of stakeholders to see the complex process that is education and how technology is affecting that process.

Graphic Representation of TFQE



To understand how technology can facilitate quality education, we need to define the essential elements of quality education and the impact of technology on each of them. The seven dimensions of the TFQE Model are discussed in detail below.

5.1 Students at the Center of Their Own Learning

Student-centered learning (SCL) places the student (learner) in the center of the learning process. In student-centered learning, students are active participants in their learning rather than passive recipients; students are more intrinsically than extrinsically motivated; learning is more individualized than standardized. Student-centered learning develops “learning how to learn” skills such as problem solving, critical thinking, and reflective thinking. Student-centered learning accounts for and adapts to different learning styles of students. Student-centered learning is distinguished from teacher-centered learning or instruction, which is characterized by the transmission of information from a knowledge expert (teacher) to a relatively passive recipient (student/learner) or consumer. When we put students at the center of their own learning, we blend these various components into a unique learning system, one that allows us to view the complicated process that encompasses learning and its individual parts.

Although the focus is on students at the center of their own learning, this does not mean learning by oneself. Learning and self-esteem are heightened when individuals are in respectful and caring relationships with others who see their potential, genuinely appreciate their unique talents, and accept them as individuals. The experience then challenges personal beliefs. Thoughts and understandings resulting from learning and interpretations become the individual's basis for constructing reality and interpreting life experiences; this cannot occur when one is alone.

Learners must spend the larger part of their time in activities with others who ask them to do thought-provoking tasks such as explaining, making generalizations, and, ultimately, applying their understanding on their own. And they must do these things in a thoughtful way, with appropriate feedback to help them do better (Blythe & Associates, 1998, p. 7).

In order for student-centered learning to occur, there needs to be high quality classroom management. According to Woolfolk (2001), there are at least three reasons why this is important: to allocate more time for learning, to give more access to learning, and to help students develop self-management. “Students learn self-control by making choices and dealing with the consequences, setting goals and priorities, managing time, collaborating to learn, mediating disputes and making peace, and developing trusting relations with trustworthy teachers and classmates (Rogers & Frieberg, as cited in Woolfolk, 2001, p. 439). Encouraging self-management requires extra time, but teaching students how to take responsibility is an investment well worth the effort. When elementary and secondary teachers have very effective class management systems but neglect to set student self-management as a goal, their students often find that they have trouble working independently after they graduate from these well-managed classes (Woolfolk, 2001, p.17).

5.2 Principles of Good Learning

The second major dimension of the TFQE model is principles of good learning. The model focuses on the following eight principles (each of which are discussed in greater detail in the Program of Instruction section of this application):

1. Active involvement|
2. Patterns and connections

3. Informal learning
4. Direct experience
5. Compelling situation
6. Reflection
7. Frequent feedback
8. Enjoyable setting

Research in the field of cognitive science suggests that major differences exist between knowledge based on recall and knowledge based on deeper forms of understanding. That research tells us that learning that is a product of the latter type of knowledge is rich, complex, and occasionally unpredictable. Building effective environments to foster it must rest on collective knowledge and active discussion of this complexity.

5.3 Aspects of Information Processing

If AISU classrooms focus on students at the center of their own learning and demonstrate the best principles of learning, those classrooms can develop the skills and dispositions necessary for students to process information. The TFQE model addresses the following dimensions of information processing:

1. Appreciation
2. Presearch
3. Search
4. Interpretation
5. Communication
6. Evaluation

As vast amounts of information become available to individual citizens, the ability of each person to intelligently process that information takes on increased importance. Developing the dispositions and skills necessary for informed information processing then becomes a necessary component of education in an information age. Although several information-processing models have been developed, the Pathways to Knowledge model developed by Marjorie L. Pappas and Ann E. Tepe is a well-conceived and well-documented model (Switzer, Callahan, & Quinn, 1999, p. 3). The Pappas and Tepe model is integrated as a coherent part of the TFQE model.

5.4 Content Standards

Content standards, developed for almost all discipline areas, as approved by the Utah State Office of Education, will serve as a third dimension for the TFQE Model at AISU.

A content standard in education is a statement that can be used to judge the quality of curriculum content or as part of a method of evaluation. Content standards articulate an essential core of knowledge and skills that students should master. Standards clarify what students are expected to know and be able to do at various points in their K-12 academic career.

As content knowledge continues its unparalleled growth and as students continue to change, the standards will grow and change with them. AISU will use technology to effectively accommodate for the wide variance in student ability and interest. Working together, teachers and students will be able to quickly and easily select appropriate content in both a horizontal (within a given level of knowledge and skill) and a vertical (across levels of knowledge and skills) fashion.

5.5 Tenets of Effective Citizenship in a Democratic Society

As we integrate the tenets of democracy into a coherent picture of a robust learning environment, we find similarities between what we know about good classrooms or school environments and what we know about democracy. The context in which these tenets will be applied in the future is rich in technology applications. And technology can help vividly portray the need for such skills and understandings. The TFQE model focuses on the following five tenets:

1. Tolerance
2. Critical thinking and decision making
3. Thinking together and making meaning
4. Power sharing and empowerment
5. Individual responsibility and civil involvement with others

5.6 Teacher Knowledge and Behavior

and the Learning Style Model

To be effective, teachers must not simply be knowledgeable about the content area. They must also have the skills and abilities to communicate that knowledge, which necessitates an understanding of student characteristics, pedagogy, and classroom management.

Research has revealed the importance of adjusting learning activities to the learner. The closer the match between students' learning styles and their teachers' teaching styles, the higher the grade point average (Dunn, Griggs, Olson, Gorman, & Beasley, 1995). According to Dunn and Griggs' (1995) Learning Style Model, students are affected by five main factors:

1. Their immediate environment (sound, light, temperature and furniture/setting design)
2. Their own emotionality (motivation, persistence, responsibility, or the opportunity to do things in their own way)
3. Their sociological preferences (learning alone or in different-sized groups)
4. Their physiological characteristics (perceptual strengths represented by auditory, visual, actual, kinesthetic, and sequenced characteristics)
5. Their processing inclination (global/analytical, right/left, impulsive/reflective)

It is virtually impossible to appropriately accommodate for these various factors within the traditional school model. As delineated below, AISU's "hybrid/flex" school structure will facilitate the broad range of options necessary to optimize learning for each individual student.

- **Environment:** AISU will provide a variety of learning environments within the school, allowing students to gravitate to those environments that are most conducive to their learning styles (as well as providing the option to study at home).
- **Emotional:** ISU will facilitate multiple pathways for students to obtain and demonstrate learning, allowing them greater flexibility to “do things in their own way.”
- **Sociological:** AISU’s instructional program will provide significant flexibility and multiple pathways for students, allowing them to choose to work alone or in a variety of group contexts.
- **Physiological:** AISU’s overall instructional program will include the full spectrum of modalities, and students will have the opportunity to give preference to those modalities that are most conducive to their learning (rather than all students in a class engaging in the same activity).
- **Processing:** By providing multiple pathways to obtain and demonstrate knowledge and skills, AISU will provide students the opportunity to use their processing strengths, though students will also be encouraged to expand the range of their processing capacity.

AISU will also train its teachers and students to use a variety of technologies to better accommodate instruction to the learning styles of individual students.

In-Depth Content Knowledge, Pedagogy, and Classroom Management are discussed in the “Program of Instruction” section of this application.

5.7 Technology

Technology is neither hardware nor software. It is a set of powerful tools that the teacher and learner can use to facilitate his/her own *learning process*. Technology resources can provide opportunities for learning and can create the “conditions that optimize learning” (Switzer et al., 1999). Technology provides the means for the teacher to re-examine the nature of the classroom environment. The teacher is no longer the fount of all knowledge because technology can provide access to sources beyond the classroom and textbooks. The teacher can become the facilitator of learning, incorporating a host of strategies to guide learners. Technology opens the door to the world, allowing learners to access libraries, other learners and experts, and a vast array of resources. Technology-related learning activities can range from operating a computer or other equipment, to understanding ethical issues associated with technology in society, to learning how technology can assist the disabled.

We believe technology plays an essential role in facilitating quality education. Technology can be used to develop information-processing skills and dispositions. Databases, simulations, and access to the Internet can provide rich experiences and information as students acquire the skills and knowledge represented by the content standards. Students can also practice the tenets of democracy while engaging in technology-mediated activities (Switzer et al., 1999, p. 8).

5.8 TFQE Conclusion

The TFQE model will assist the American International School of Utah to integrate technology as an essential set of tools being used appropriately in a robust educational environment; a democratic setting in which students are at the center of their own learning.

AISU will rely heavily on the effective use of technology to tailor educational experiences to the needs of each student. We will leverage the time and resources of teachers by tracking and analyzing individual student performance, providing critical information to help teachers offer appropriate instruction and support.

Technologies available today have the capacity to facilitate the effective implementation of the TFQE model so as to realize significant improvements in student achievement. AISU will demonstrate this capacity to more effectively address the individual needs of the full spectrum of students, allowing students at all levels to accelerate their learning attain deeper understanding, and to better retain what they have learned.

K-12 Implementation Model

AISU intends to open its doors serving students in kindergarten through grade twelve. Based on our experience and research, there are advantages to the school starting off with the full grade configuration that it intends to serve eventually. This approach will enable AISU to develop the systems and structures required for a full K-12 program from the beginning, as well as provide a critical mass of students to enable the school to enjoy some economies of scale that are not available to smaller schools. Furthermore, given AISU's desire to attract international students to its campus, the school will need to have local students in the upper grades to assure that the international students are able to enjoy an "American" high school experience.

In terms of the school's technology-facilitated instructional program, AISU will strive to use the **same basic user interface for both teacher-led and online learning activities** throughout the K-12 program. Students will become very familiar with the various elements of AISU's learning system.

Core Curriculum

The content of education is, of course, of extreme importance to the future of our society. Fortunately, content standards have been developed for almost all of the discipline areas. These content standards serve as the third dimension of the TFQE model that is integrated into AISU's instructional program.

A *content standard* in education is a statement that can be used to judge the quality of curriculum content or as part of a method of evaluation. AISU will facilitate student learning using Utah's K-12 standards, which Utah's educators and policy makers have determined clearly describe the specific content that should be taught and learned during the K-12 years, grade by grade. These content standards articulate an essential core of knowledge and skills that students should master. Standards clarify what students are expected to know and be able to do at various points in their K-12 academic career.

Standards guide teachers in identifying and focusing instruction on the essential knowledge and skills students should learn in each grade level. AISU's learning management system will track student performance relative to these standards, helping teachers effectively measure student mastery, and facilitating corrective action when mastery is not achieved.

In a standards based system, subject matter is focused. Instruction reflects the best of what we know about learning. Students are clear about their tasks and are motivated to learn as they see connections to other disciplines and to life. Teachers have increased opportunities to engage in ongoing conversations about student learning.

Content standards define only the core elements of education that should apply to all students without regard to their specific career and academic plans. Every student is expected to achieve goals that are broader than those outlined by the standards. However, at the high school level, many students heading directly to postsecondary study or to the workplace will require learning experiences that are outside of the essential core in specific content areas set forth in the standards. Therefore, during the high school years, the focus shifts from the core standards (what goes into the educational system) to the students' postsecondary transition, or the results of the content standards (what comes out of the educational system).

Content standards can accomplish three primary goals:

1. Give students and teachers a clear and challenging target;
2. Help focus energy and resources on the bottom line: student achievement; and
3. Provide a tool for judging how well students are learning and schools are performing.

Standards have been articulated for evaluating both student performance and curricular programs, with an emphasis on gathering information from which teachers can base subsequent instruction. The standards also acknowledge the value of gathering information about student growth and achievement for research and administrative purposes.

AISU will follow the Utah Common Core Curriculum Standards and will use a comprehensive learning management program to aid teachers, parents, and students in their collaborative efforts to help all students meet or exceed these standards. We will offer a variety of program elements tailored to the needs of each individual student.

Central to AISU's efforts to "personalize" learning is offering multiple pathways for students to meet content standards. For example, AISU will not adopt a particular math series—our students will have access to multiple approaches, facilitated by technology, teacher-provided instruction, labs equipped with manipulatives and other hands-on applications, and tutors. Students can use what works best for them.

Supplemental Curriculum

One of AISU's fundamental characteristics is that of a personalized education. Thus, if a particular child has a strong interest in a particular type of program or area of study that is not included in the school's current offerings, efforts would be made to expand our offerings accordingly. The resources outlined below represent a starting point for what will be an evolving

process that will include ongoing interest and needs assessments, as well as evaluation of programs that are in use at any given time.

AISU's initial elective courses and supplemental curriculum have been selected with the aim to provide an opportunity to expand AISU students' worldviews, culture, and experiences with globally oriented material. Foreign languages, social studies, and technology electives have been given priority, but the school will respond to students' interests in identifying future offerings. Expanding an individual's exposure to global issues fosters civic virtue, builds social understanding and civic efficacy, and better prepares effective citizens for involvement in a global community as an agent of change.

The national social studies standards outlined by the National Council for the Social Studies offer the framework for developing social studies programs that educate students in the skills and knowledge needed for college, careers, and 21st-century civic life. They are an essential resource for schools, school districts, teacher education programs and social studies teachers (NCSS, 2010). With the mission to prepare students to engage in global change, AISU believes that adopting this framework will better enable the school to fulfill its mission.

Specific Supplemental Programs or Sources

Giant Campus

Giant Campus curriculum provides students with meaningful instruction in a wide range of technology and business topics, with a focus on career exploration, technical training, and skills development. Giant Campus curriculum is developed by a highly skilled team of instructional designers, media developers, and subject matter experts in alignment with state technology education standards and other relevant curriculum frameworks, including Career and Technical Education (CTE) frameworks for a number of states.

In 2006, Giant Campus adopted iNACOL's standards for the design of quality online curriculum and continues to improve its courses based on feedback from educators, students and state agencies. The courses are fully compliant with Section 508 of the Americans with Disabilities Act, exceeding the accessibility standards of most other online courses in the market. See <http://giantcampus.com/> for more information about Giant Campus courses.

BYU Independent Study

BYU Independent Study is an online educational program that offers more than 500 online courses—university, high school, middle school, and personal enrichment—to people throughout the United States and in over fifty foreign countries. Enrollment is open to anyone, at any time of the year, allowing a full year to complete most courses.

Khan Academy

A library of videos, not supplemented with other support material, covers K-12 math, science topics such as biology, chemistry, and physics, and even reaches into the humanities with playlists on finance and history. Each video is a digestible chunk, approximately ten minutes long, and especially purposed for viewing on the computer. Khan Academy allows for self-pacing, engenders intrinsic and extrinsic motivation, and includes data reports for optimal data

analysis of the student achievement. All materials are free of charge to all learners. See <http://www.khanacademy.org/about/faq> for more information about Khan Academy.

Model UN Global Classrooms® Curriculum

Since 2000, Global Classrooms has offered a variety of curricular units dealing with issues in: peacekeeping, human rights, sustainable development, and the economics of globalization. Each unit deals with specific issues that have been at the forefront of important debates in global affairs. All lessons are aligned to standards in:

- Social studies (from the National Council for Social Studies);
- English language arts (from the International Reading Association/National Council for Teachers of English);
- Geography (from the National Geography Content Standards); and
- Civics and government (from the US Department of Education).

See <http://www.unausa.org/curriculum> for more information about this curriculum.

Fairchild Challenge

The Fairchild Challenge is an annual, standards-based, environmental education outreach program of Fairchild Tropical Botanic Garden. It offers a menu of separate but parallel multidisciplinary challenges for elementary, middle, and high schools, attracting students of diverse interests, abilities, talents and backgrounds.

Through The Fairchild Challenge, students research and critically evaluate environmental topics, become more actively engaged citizens, and come to appreciate more fully the beauty and value of nature. By blending content areas to create activities, projects, and "authentic experiences" that use the environment as an integrating context for learning, The Fairchild Challenge promotes science literacy, civic engagement, creative expression, and lifelong learning in students and, by extension, in their respective circles of influence. See <http://www.fairchildgarden.org/education/fairchildchallenge/overview/>

ACE the ACT Boot Camp

ACT Test Prep Course is designed to increase ACT scores. This course advertises "Why take a practice test when you can just sign up for the real thing? The same reasons astronauts spend hundreds of hours in the simulator before they launch into space. When it counts, you want to do your very best. Practice, in an equivalent environment, is the only way to get an excellent outcome and optimal results. Familiarity with the procedures and experience taking the test create confidence that generates higher test scores. A simulated practice test is also a great way to assess your strengths and weaknesses early and make a plan for improvement. A trained proctor will administer a practice ACT test issued by the ACT Company with the actual instructions used at the real tests. This provides a road map to improvement that will maximize and direct students to areas that will make the biggest difference. Each test is personally reviewed and students receive individual feedback.

AVENTA AP Courses

Aventa Learning by K is part of K12 Inc., and the nation's leading provider of proprietary curriculum and online education programs for K-12 students. Aventa offers 140+ middle and high school courses, including credit recovery courses, and has over 400 highly qualified instructors on staff. We work with virtual schools, charter schools, school districts, and state education departments. Since 2002, we have partnered with more than 1,800 schools across the country. Specifically, we've worked with more than 4,000 credit recovery students in partnership with a large urban school district, we've provided curriculum and instruction for district-wide online schools in Denver and Houston, and we've offered educational continuity programs for adjudicated youth in Santa Cruz County, to name just a few of our school and district partnerships.

See <http://aventalearning.com/about> to learn more about the research supporting the use of this curriculum in middle and high schools across the country. AISU will evaluate courses from numerous providers to expand the range of choices for students.

Elevation Outdoor Programs

AISU will contract with Elevation Outdoors, LLC or similar companies to provide our students the opportunity to gather with their mentors/teachers and peers in the incredible mountains and canyons of Utah and the Southwest. The focus for these activities is to help elevate students' aspirations and confidence, as well as to develop skills and knowledge. Physical activities vary by location and season, and may include backpacking, rock climbing, rappelling, ascending, canyoneering, survival, archery, astronomy, yoga and more.

Elevation removes students and staff from day-to-day activities and places them in direct contact with the natural environment, providing opportunities to engage in introspection and ponder the more important things in life.

Nature also has a perfect accountability system for individuals. Nature teaches the importance of physical and mental preparation, and it helps develop the ability to rapidly adapt to changes. In natural environments the consequences of one's choices are immediate. Multi-day backpacking treks, rock climbs, canyoneering expeditions, and rappels have a way of bringing out students' natural leadership abilities. They learn to be responsible for the food, water, physical safety, and emotional health of themselves and others. They get used to high-risk situations and learn to perform under pressure. Their endurance, physical and mental strength, balance and agility are tested and enhanced. They also gain insight into their lives and relationships during guided solo time in nature, away from other students and far away from iPods, make-up, video games and cell phones. See <http://www.wacademy.org/outdoor-program>.

Grockit

Grockit is the world's fastest growing online test prep service for students seeking to get their best potential scores on the GMAT, SAT, ACT, GRE, and other tests required for college admissions. Grockit is an adaptive, personalized learning program distinguished by its unique social learning features that are proven to help people learn quickly and answer more questions correctly.

After School and Co-Curricular Programs

In addition to after-school tutoring programs designed to help assure all students are able to perform at grade level or above, AISU will facilitate a broad range of activities designed to engage students in worthwhile endeavors (these may be offered during or after school). The following list is representative of these offerings: World Cultures Club, World Languages Clubs, Model UN, History Day Club, Junior Achievement, Math Olympics classes, science project learning seminars, elementary school performing arts programs, intramurals for all ages, ACT/SAT seminars, and college advisory.

Methods of Instruction

AISU will rely heavily on the effective use of technology to tailor educational experiences to the needs of each student. In terms of the school's technology-facilitated instructional program, AISU will strive to use the **same basic user interface for both teacher-led and online learning activities** throughout the K-12 program. Students will become very familiar with the various elements of AISU's learning system.

AISU will seek to leverage the time and resources of teachers by tracking and analyzing individual student performance, providing critical information to help teachers offer appropriate instruction and support. However, AISU's efforts to "optimally personalize education" for its students will not be limited to technology-mediated instruction.

Teachers will facilitate a wide variety of both on-site and online learning activities. Given the hybrid/flex school structure, and the emphasis on individualized learning, traditional classrooms and courses (teacher-directed, lecture-based, with students moving uniformly through content) will not be the primary mode of instruction. Curriculum will generally be designed and chosen with student-centered objectives in mind, that maximize the use of Bloom's Taxonomy of Learning Domains and is infused with a variety of carefully selected activities that incorporate essential elements from the behavioral, cognitive, and social learning theories. AISU's core methods of instruction will be designed consistent with Universal Design for Learning (UDL) principles:

Principle 1: Provide multiple means of representation;

Principle 2: Provide multiple means of action and expression;

Principle 3: Provide multiple means of engagement.

UDL based curriculum is responsive to diverse classrooms, and is engineered from the outset to meet the needs of the greatest number of students. It allows teachers and students to choose from a cornucopia of tools and strategies embedded in the curriculum and instructional materials (Cast, 2010).

The methods of instruction will include the following:

a. Blended Learning Classes: Generally, the structure of these courses will "flip" the structure of most classes in traditional schools. Students will generally gain background knowledge

through online sources (rather than in-class lectures). Teachers will use class time to focus on higher order thinking activities—synthesis, application, evaluation, etc.

b. Asynchronous, Standards-Based Classes: Most courses will be offered on an asynchronous basis, allowing students to begin study once they have met prerequisite requirements, and allowing them to move through the course at their own pace. This provides significant flexibility for students. For example, if it works better for a student to focus on one subject at a time (rather than changing classes all day), that student could spend several hours a day working on one course until she has completed it, and then move on to another course.

c. Learning Labs: Students will not spend all of their time at school in traditional classrooms. Areas will be designated as learning labs for various subjects (e.g., reading lab, writing lab, math lab, science lab, geography lab, etc.). Students will be able to work on meeting state curriculum standards and objectives within these spaces that have the materials, equipment, and staff to support their learning. This structure will also help facilitate peer tutoring.

d. Small Group Work: teachers will spend much more of their time working with students individually or in small groups than presenting to a full class.

e. Peer Tutoring: AISU’s HOPE program will facilitate a robust peer-tutoring program that will enhance learning for all students.

f. Online Courses: AISU will have the option of taking many classes online. These courses will generally be developed and facilitated by AISU teachers. However, AISU will offer courses from other providers to increase the breadth of courses available.

g. Intensives: Some courses, or portions of courses, are well suited for an immersion approach. At the high school level, AISU will offer some intensive blocks where students will only take one course for the two- or three-week period. This could include travel study, on-site learning activities, or independent study.

h. Co-Curricular Activities: consistent with the “personally invested” aspect of the school’s mission, AISU will encourage students to participate in a wide variety of co-curricular activities (e.g., music, art, drama, Model U.N., athletics), and the school’s instructional staff will seek to integrate academics within these activities.

9. Independent Study and Research: Students will be encouraged to study and pursue research independently, with their parents, or with a mentor.

10. Seminars / Socratic Dialogue: Students will have the opportunity to participate in a wide range of topical discussions and will be encouraged to create a “marketplace of ideas” within the school environment to develop deeper insights into important issues (whether philosophical or related to current events), as well as to better develop skills related to thinking and expression.

11. Service Learning: AISU’s mission calls for the school community to be “globally engaged and personally committed” as well as “to increase our capacity as agents of positive change.” AISU will engage students in the process of identifying problems locally and globally that we

can address in meaningful ways. Teachers will orchestrate students' work on these initiatives for cross-curricular integration.

12. Computer-Based Instruction: AISU will utilize a variety of computer-based programs to meet individual student needs relative to basic skill development, as well as to meet other learning objectives.

The Methods of Instruction list provided above is not exhaustive, but is provided to convey as sense of the types of instructional activities that will take place at AISU.

Personal Development Plans

AISU will offer an individualized program tailored to the individual needs and circumstances of every child. Our approach is student-centric rather than teacher-centric. Every AISU student will have a Personal Development Plan (PDP) that is developed collaboratively between students, parents, and teachers. Each student's PDP will identify specific accommodations, strategies, or resources needed to help ensure success. Note: the PDP will incorporate Utah's Student Education Plan (grades K-6) and Student Education and Occupation Plan (grades 7-12).

Special attention will be given to English Language Learners, 504 eligible students, Gifted and Talented, and Economically Disadvantaged students, with supplemental programs or services provided as necessary.

Central to the TFQE model is placing students at the center of their educational experience. A key aspect to this approach is to nurture within students the desire to set goals and to work hard to achieve these goals. The idea behind using the term "development" rather than "education" or "learning" for this component in our program is to convey a more comprehensive view of the process and possibilities of growth. In addition to asking "what do you want to learn?" we are asking "who do you want to become?"

AISU will integrate data related to individual student learning into the PDP process.

Elementary School (K-6)

The key elements of the AISU instructional program outlined above apply to the younger grades as well as to the high school program. AISU will seek to "personalize, accelerate, and enrich" learning for kindergartners and first, second, and third graders as much as for high school students. However, younger students will be clustered in age-appropriate learning centers with lower student/teacher ratios as teachers work to cultivate the common practices, skills, and habits that will empower these students for success at AISU.

An essential characteristic of the K-6 program is that students will not be confined to grade-specific groups with a lock-step instructional program—particularly in the areas of language arts and mathematics. Students will be encouraged to progress in core competencies without limits, while assuring that they are building on a solid foundation.

AISU is committed to the continual assessment and modification of our educational programs and instruction, in order to promote greater student achievement. The Utah Common Core Curriculum will be used to ensure that all students meet or exceed the appropriate grade level requirements. AISU will comply with state laws and regulations related to student assessment, adopting whatever state assessment tools are prescribed, and will seek to maximize the utility of these assessments to enhance student learning and improve the school's instructional program.

Students in K-3 will be assessed on a formative and summative basis using DIBELS, to determine achievement levels in language arts, specifically reading. Based on the results of DIBELS, the school will use ability grouping to help move students toward grade proficiency levels determined by AISU and state guidelines. Students will be placed in ability grouping based on competency and will be evaluated three to four times per year. This is one index that will allow us to determine if other interventions should be used (i.e. IEP or G/T testing).

Student progress will be monitored in a comprehensive manner to determine the effectiveness of our program of instruction and its alignment with the Utah Common Core Curriculum. Continuous assessment and monitoring will be done through a variety of curriculum-based assessments given by the teacher/mentor. We will also perform all assessments required by the state. Utah's computer adaptive tests will be used to gain insights into students' knowledge of core math and reading, and other subjects when available. Data from these assessments will also be used to evaluate curriculum and instruction practices.

Curriculum-based assessments used to monitor our program will include traditional methods, but will also include authentic assessments such as student-driven projects, journals, simulations, and debates. Language arts skills in the areas of spelling, grammar, and vocabulary will also be monitored regularly through periodic tests and/or writing assignments.

AISU will use the UALPA (Utah Academic Language Proficiency Assessment) or similar assessments for any English language learners, which will be used to measure fluency and monitor the development of early reading skills for English as Second Language students in grades 7-12.

AISU staff will gather and analyze data from a variety of assessments, both formative and summative, looking for trends in student learning and instructional effectiveness. Staff members will meet in teams on a regular basis to review data, discuss findings, and establish improvement plans. These team meetings will also be used to collaborate and align curriculum and instruction, both horizontally and vertically. Another item on the team meeting agenda will be to discuss the data findings in relation to success for all student populations, including but not limited to, ELL, special education, gifted and talented, gender, ethnicity, etc.

AISU staff will take information learned from the data, and adjust the scope and sequence of instruction as necessary, to ensure student success. Understanding which standards need to be reviewed or presented in a different way and which standards the students have mastered, will impact the mode of differentiation by the mentor/teacher. The results of the data will also enable teachers to provide students with individualized practice to be completed in conjunction with students' individualized learning plans.

These assignments will primarily be used to provide the necessary amount of practice requisite for standards mastery for the student. Only after mastery is the student allowed to progress and matriculate through his/her personal development plan.

Utilizing multiple assessments provides more data points to increase the reliability of the assessment data, giving a more comprehensive look at academic achievement for an individual student. The data gained through testing will be used to track student progress longitudinally and provide comparative data between AISU and other public schools in Utah. Again, the data analysis will be used to improve future instruction practices, curriculum, and/or teacher evaluations.

Students not making adequate yearly progress (AYP) toward the Utah Common Core Curriculum standards will be identified through DIBELS and CRT's, and appropriate measures for improvement will be instituted, as signified in their ILP. These measures may include, but are not limited to: one-on-one remediation, small group tutoring, third party tutoring, and ability group re-teaching. Ongoing communication regarding student achievement will occur between the school and parents through regular contact via technological means, progress reports, parent-teacher conferences, SEOP, and mentor/teacher phone calls, emails, Skype, etc.

For students with special education needs and accommodations, AISU will act in accordance with the "The Utah Special Education Rules" (http://www.schools.utah.gov/sars/data/Participation_2004.pdf), which indicate that all students must participate in state assessments. For students in special education, an Individual Educational Program (IEP) team made up of the student, parent(s), a regular education teacher, a special education teacher, and LEA representative will meet to determine appropriate action with regard to assessment accommodations. If the IEP team determines that the student cannot participate in standard test administration, then alternate assessment methods will be implemented, including but not limited to the administration of the Utah Alternative Assessment (UAA). If the IEP team determines standard administration can take place with allowable accommodations, those accommodations will be put into action within the normal testing environment. All accommodations and modifications will be included and agreed upon in the IEP.

Annual IEP goals will be measured, with progress reported to parents in accordance with IDEA. The IEP team will meet at a minimum annually, to review student progress and initiate new goals. If student progress is not sufficient then additional services may be identified and agreed upon by the IEP team. Services may include, but are not limited to, speech therapy, occupational therapy, counseling, psychological and consultative services, etc.

A student in need of accommodations under ADA Section 504 (2008) would qualify if his/her impairment substantially limits one or more major life activities. Examples of major life activities include, but are not limited to:

- a) Thinking
- b) Concentrating
- c) Communicating
- d) Breathing

- e) Reading
- f) Hearing

The three-section definition for ADA Section 504 identification criteria includes:

- Section One: With a physical or mental impairment that substantially limits one or more major life activities
- Section Two: Record of impairment
- Section Three: Regarded as having an impairment

If the student does not meet requirements for an IEP, AISU will use a 504 plan to help determine needs to be facilitated by school personnel.

AISU may continue to research and evaluate new assessment models, which have been shown to improve student achievement. AISU school curriculum, instruction, and corresponding assessments will always be evaluated to ensure alignment with the Utah Common Core Curriculum standards and objectives.

Professional Development for Teachers

AISU will implement an educational program that is significantly different than that which is employed in traditional schools. Teachers at AISU will require an expanded skill set. The school will aggressively recruit teachers with experience in similar programs in order to enhance internal capacity among our teaching staff. However, a significant amount of training will be necessary to position teachers for success in their roles of curriculum development, use of AISU instructional technologies, assessment, data-based decision making, mentoring/coaching, etc.

Teachers hired to work at AISU during its initial year of operation will be required to start work as of July 1, 2014. An initial concentrated professional development plan will be implemented that will be integrated into the planning and implementation activities associated with opening the school and launching the instructional program. The school will continue to build on this foundation with professional development activities continuing throughout the school year.

AISU teachers will receive training and professional development opportunities in the Utah Common Core Curriculum, to ensure standards are integrated into curriculum design and instruction. Utah Common Core Curriculum training will focus on content taught at each grade level and how it aligns with the Utah Common Core Curriculum standards. Professional development opportunities provided by the USOE will be fully utilized, holding mentors/teachers accountable for providing instruction that meets the standards of AISU and the Utah Common Core Curriculum. In addition to the curricular emphasis, teachers will also receive training on the mission and effectiveness goals of the school in accordance with industry best practices and accreditation requirements.

Secondary Program: Graduation Requirements

High School Graduation Requirements

In order to receive a standard diploma from American International School of Utah (AISU), students must earn a total of 27.0 credits in the following categories:

4.0 Credits ENGLISH	1.0 credit English 9
	1.0 credit English 10
	1.0 credit English 11
	1.0 credit Advanced or Applied English Elective, which focuses on Literature and Writing Composition
3.0 Credits MATH	1.0 credit Algebra I
	1.0 credit Geometry
	1.0 credit Advanced or Applied Math Elective
3.0 Credits SCIENCE	Students must earn 2.0 credits from two of the four following science foundation courses: Pre-AP Science, Biology, Chemistry, or Physics.
	1.0 credit Advanced or Applied Science Elective
3.0 Credits SOCIAL STUDIES	1.0 credit World Geography and World Civilization
	1.0 credit United States History
	0.5 credit U.S. Government
	0.5 credit Social Studies Elective
2.0 Credits FOREIGN LANGUAGE	2.0 credits from a qualifying Foreign Language course
3.5 Credits DIRECTED COURSEWORK	0.5 credit Financial Literacy
	0.5 credit Computer Technology
	1.5 credits Arts
	1.0 credits CTE
2.0 Credits HEALTH/PHYSICAL EDUCATION	0.5 credit Health
	0.5 credit PE Life Skills
	0.5 credit PE Participation
	0.5 credit Fitness for Life
5.5 credits GENERAL ELECTIVES	Students must earn 3.5 credits from AISU's General Electives.
1.0 credits COLLEGE READINESS ELECTIVES	0.5 credits ACT/SAT Prep
	0.5 credits College Prep Skills
Total: 27.0 Credits	
Additional Requirements:	*Student MUST take the ACT
	*Note: Students who transfer into AISU for their 11th Grade or later may apply to the AISU Administration for a waiver or modification of AISU specific graduation requirements.

Advanced/Honors Diploma

Same requirement as the standard diploma with the addition of ACT Benchmark scores of:

English	-	24
Reading	-	24
Math	-	24
Science	-	24

While the required number of credits to graduate with a standard diploma is common with the surrounding five resident districts (27 credits; except for Salt Lake District, 24), most of the resident district's "Advanced" diploma requirements are the same as AISU's standard diploma. This is due to AISU's graduation requirement of two years foreign language and the college prep requirements of taking an ACT/SAT prep course as well as requiring students to take the ACT. We feel that this puts more rigor into the education AISU students will be receiving, and supports the school's mission and goals of engaging students in global issues. Language is the key to understanding many aspects of culture, and knowing how to communicate effectively to be an agent for change on a global scale. The alignment of AISU graduation requirements to AISU goals, as well as the Utah state objectives, is demonstrated in the core requirements and electives found in the AISU Course Catalog for 7th-12th grade.

ADMISSION REQUIREMENTS FOR COLLEGES AND UNIVERSITIES

The University of Utah and Utah State University require (other colleges/universities strongly recommend) the following courses for admission:

- **4.0 credits English** (emphasizing composition/literature: English 9, English 10, English 11, English 12, or English AP)
- **3.0 credits Math** (four years are encouraged) selected from Elementary Algebra, Geometry, Intermediate Algebra, Pre-calculus, or Calculus. Students are strongly encouraged to take at least through Pre-calculus.
- **3.0 credits Science** core (selected from three of the following four areas: Earth Systems, Biology, Chemistry, Physics)
- **2.0 credits foreign language** (same language) required by University of Utah only, recommended by all other colleges.
- **1.0 credit United States History**
- **4.0 credits additional courses** (selected from at least two groups: English, history, math beyond Algebra 2, foreign language, lab science, social science, fine arts.)

COURSE CODE KEY

- (AE) Arts Elective
- (CTE) Career and Technology Elective
- (EAd) Advanced English
- (EAp) Applied English
- (EC) English Core
- (FL) Foreign Language
- (GE) General Elective
- (MAd) Advanced Math
- (MAp) Applied Math
- (MC) Math Core
- (PEP) PE Participation
- (R) Required For Graduation
- (RP) Repeatable Course (course may be repeated for graduation)
- (SAd) Advanced Science
- (SAp) Applied Science
- (SC) Science Core
- (SS) Social Studies Core
- (SSE) Social Studies Elective

These course codes are used to inform you about graduation requirements in relation to individual classes. In addition, these codes tell you whether a class may be repeated for credit. “Full Year” is equivalent to 1.0 credit, while “Semester” equivocates to 0.5 credits.

HOW TO READ THE COURSE DESCRIPTIONS

This line tells you the name of the class.

This tells you how long the class lasts, either a semester or a full year.

This tells you whether there is a class fee, and how much that fee is.

This tells you the class or classes that you must have taken and successfully completed in order to qualify to take this class.

This tells you the subject matter that the class covers and gives you a brief description of the class.

This lists the grades that may enroll in the class.

These are the course codes that tell you what graduation requirements the class qualifies for, and whether the class can be repeated for credit.

AP ENGLISH LANGUAGE AND COMPOSITION

Full Year—Grades 11-12 (EAd) (EC)

Fee: None

Prerequisite: English 10

This Advanced Placement English class is a college-level course in effective writing and critical reading. Students will read and write the kinds of discourse they will encounter during college and on the job. The course will focus on nonfiction literature, while preparing students for the AP Language and Composition exam. Discover why “success often comes to those who have the aptitude to see way down the road.”

COURSE DESCRIPTIONS

MIDDLE SCHOOL CLASSES

LANGUAGE ARTS

LANGUAGE ARTS 7

Full Year—Grade 7 (R)

This course develops language skills in four areas: reading, writing, speaking, and presentation skills. Students will read both fiction and non-fiction and write in a variety of genres. Skills will be taught in connection with writing.

LANGUAGE ARTS 7 COMPOSITION

Semester—Grade 7 (R)

This course develops writing skills with a focus on persuasive and narrative writing. Students will write multiple essays and narratives using Computer Assisted Writing Instruction techniques.

LANGUAGE ARTS 8

Full Year—Grade 8 (R)

This course develops language skills in four areas: reading, writing, speaking, and presentation skills. Students will read both fiction and non-fiction and write in a variety of genres. Skills will be taught in connection with writing.

LANGUAGE ARTS 8 COMPOSITION

Semester—Grade 8 (R)

This course develops writing skills with a focus on persuasive and expository writing. Students will write multiple essays and narratives using Computer Assisted Writing Instruction techniques.

CREATIVE WRITING 7/8

Semester—Grades 7-8 (GE)

The purpose of this class is to familiarize beginning writers with the skills necessary to become interesting and readable writers. This class will focus on the basics of not only creative writing, but also writing in general: literary terms, learning, identifying, and using the Six Traits of Writing. We will read and write material that displays good writing. The material covered will be primarily poetry and fiction and the beginning levels.

MATH

PRE-ALGEBRA

Full Year—Grades 7-8 (MC)

Pre-Algebra is a bridge between arithmetic and algebra. Students will study number systems and number theory and select appropriate methods for numerical computation including paper and pencil methods, estimation, and calculators. Students will be introduced to the language of algebra and they will use technology and manipulatives to explore abstract algebraic concepts. Students will develop problem solving for modeling real-world problem situations.

ALGEBRA I

Full Year—Grades 7-8 (MC)

The main goal of Algebra is to develop fluency in working with linear equations. Students will extend their experiences with tables, graphs, and equations and solve linear equations and inequalities and systems of linear equations and inequalities. Students will extend their knowledge of the number system to include irrational numbers. Students will generate equivalent expressions and use formulas. Students will simplify polynomials and begin to study quadratic relationships. Students will use technology and models to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations. Students will analyze situations verbally, numerically, graphically, and symbolically. Students will apply mathematical skills and make meaningful connections to life's experiences.

APPLIED MATH 7

Semester—Grade 7 (R)

This course is designed to reinforce math and science skills and to demonstrate the practical use of these skills in real world situations. Students will use math and science skills to design, build, and analyze engineering and business projects.

APPLIED MATH 8

Semester—Grade 8 (R)

This course is designed to reinforce math and science skills and to demonstrate the practical use of these skills in real world situations. Students will use math and science skills to design, build, and analyze engineering and business projects.

SCIENCE

INTEGRATED SCIENCE 7

Full Year—Grade 7 (R)

Topics from physical, earth, and life science are integrated in this course to illustrate the nature of “structure” as a property that is common to all sciences. Students observe that all substances are made of smaller parts and are themselves part of larger wholes, and that when parts come together the whole often has properties that are very different from its parts. Hands-on, inquiry-based instruction is used to help student’s value science as a process for obtaining knowledge based on observable evidence.

EARTH SYSTEMS

Full Year—Grade 8 (R)

Earth Systems is an integrated science course that focuses on the theme of “systems”. Topics from physical, earth, and life science are integrated to help students develop an understanding of interactions and interdependence within and between such earth systems as matter cycles, energy flows, and life webs. Hands-on inquiry-based instruction is used to help student’s value science as a process for obtaining knowledge based on observable evidence.

SOCIAL STUDIES

UTAH HISTORY

Full Year—Grade 7 (R)

Students will be introduced to the significant events, people, cultures, and issues that have influenced Utah from its earliest beginnings through the present day. The first focus is devoted to history and events leading up to 1847 including Native Americans, Spanish, mountain men, explorers, Mormon influences, and the westward movement. The second focus includes conflicts that let to statehood and the integration of Utah

into the nation including the early development of mining, railroad, industry, and agriculture, the move from territory to statehood and the new century, structure of state and local government, and the progressive period. The third focus will be on events leading to the present, including World War I, the Nineteen Twenties, Great Depression, World War II, post-war Utah, modern Utah, and local issues.

US HISTORY I

Full Year—Grade 8 (R)

This United States History course is designed to emphasize historic events from the age of exploration to reconstruction and the western movements. Topics covered will include, but are not limited to, the age of exploration, colonization, Revolutionary War, national period, constitutional issues, Civil War, reconstruction, and the western movement. The emphasis of this course is on the 18th and 19th centuries. There will be a continued effort to review and develop content, process, and thinking skills introduced in previous grades.

CTE

COMPUTERS 7/8

Semester—Grades 7-8 (R)

In this beginning semester keyboarding course, the student will master touch operation of a computer keyboard. Correct techniques including fingering, key strokes, posture, and the development of speed and accuracy will be stressed. The student will learn to format simple reports, personal and business letters, and tables. The acquisition of business communication skills will be integrated throughout the course. Class fee required.

FAMILY AND CONSUMER SCIENCES 1

Semester—Grades 7-8 (GE)

This course is designed for students who are interested in understanding the principles of nutrition and maintaining a healthy level of fitness for life. Attention will be given to the selections and preparation of food and personal health and well being. Recipe math and basic measuring and cooking skills are taught.

PHYSICAL EDUCATION/HEALTH

PHYSICAL EDUCATION 7

Semester—Grade 7 (R)

This course emphasized the beginning fitness. An appreciation for activities in relation to physical well-being is stressed. A continual fitness development program with testing is also included in the course.

PHYSICAL EDUCATION 8

Semester—Grade 8 (R)

This course emphasized the beginning fitness. An appreciation for activities in relation to physical well-being is stressed. A continual fitness development program with testing is also included in the course.

HEALTH 7/8

Semester—Grades 7-8 (R)

This course acquaints students with body functions and the problems that might disrupt normal processes. It also helps students develop wise practices and habits that will assure them of sound mental, social and physical health.

FINE ARTS

ART FOUNDATIONS I (7/8)

Semester—Grades 7-8 (AE)

This class is a basic introductory art class emphasizing drawing skills. However it is also designed for experienced artists interested in learning a range of art mediums. Topics will include: color theory, elements and principals of art, collage, drawing methods with pencil, pastels and chalk, painting methods using watercolors and acrylic, printmaking, sculpture, art criticism, and general art history. At least two research assignments will also be completed.

DRAWING I

Semester—Grades 7-8 (AE)

Drawing focuses on black and white or monochromatic rendering from life, pictures, masterworks, and imagination. This class includes studies in figure and face drawing. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics.

BAND

Full Year—Grades 7-8 (AE) (RP)

This band is entry-level performance group. Membership is open to anyone desiring to perform on a woodwind or brass instrument- no audition is required. The band will perform at the Fall, Winter, Christmas, and Spring concerts. Weekly after school sectionals may be required. Other fees may apply.

CHORUS

Full Year—Grades 7-8 (AE) (RP)

This class, for boys and girls, is designed for both beginning and intermediate students. The chorus performs 4-6 times during the school year. Attendance at dress rehearsal and concerts is mandatory.

INTRODUCTION TO DRAMA

Semester—Grades 7-8 (AE)

This course introduces the student to the beginning elements of theatre and performance with emphasis on self-improvement in performance and public communication. Mime, oral interpretation, seeing and monologue study are taught along with production criticism, and dramatic and comedic literature. The student will study audition techniques, seeing performance, cinema appreciation and criticism, and an introduction to acting.

HIGH SCHOOL COURSES

ENGLISH

CREATIVE WRITING

Semester—Grades 9-12 (EAp) (RP)

Fee: None

Prerequisite: None

The purpose of this class is to familiarize beginning writers with the skills necessary to become interesting and readable writers. This class will focus on the basics of not only creative writing, but also writing in general: literary terms, learning, identifying, and using the Six Traits of Writing. We will read and write material that displays good writing. The material covered will be primarily poetry and fiction and the beginning levels.

DEBATE

Full Year—Grades 9-12 (EAp) (RP)

Fee: None

Prerequisite: None

Students will learn the fundamentals of public speaking. An emphasis will be placed on the discussion of current events. Speaking areas will include Lincoln-Douglas debate, speeches to inform, persuade and entertain. Students will also learn Student Congress, impromptu speaking, panel discussions and a variety of other forms of public address. Interested students may choose to participate in interschool speaking competition.

ENGLISH 9

Full Year—Grade 9 (EC)

Fee: None

Prerequisite: None

This course develops language skills in four areas: reading, writing, speaking, and presentation skills. Students will read both fiction and non-fiction and write in a variety of genres. Skills will be taught in connection with writing.

ENGLISH 10

Full Year—Grade 10 (EC)

Fee: None

Prerequisite: English 9

Students will begin a more intensive emphasis on the writing process in the informational and functional areas as well as continued development of listening, viewing and speaking skills. Students will study all genres in American literature, reading classic as well as modern American authors.

ENGLISH 11

Full Year—Grade 11 (EC)

Fee: None

Prerequisite: English 10

Students read, write, listen to and view from functional, informational and literary texts from different periods, cultures and genres in world literature. Students will also add to their presenting and speaking skills through group and individual practice.

ENGLISH 12

Full Year—Grade 12 (EAd)

Fee: None

Prerequisite: English 11 or AP English

The class is designed to review and supplement previously taught writing skills, mechanical skills, and usage problems. The reading, which will include modern novels, is broad-based.

AP ENGLISH LANGUAGE AND COMPOSITION

Full Year—Grades 11-12 (EAd) (EC)

Fee: None

Prerequisite: English 10

This Advanced Placement English class is a college-level course in effective writing and critical reading. Students will read and write the kinds of discourse they will encounter during college and on the job. The course will focus on nonfiction literature, while preparing students for the AP Language and Composition exam. Discover why “success often comes to those who have the aptitude to see way down the road.”

AP ENGLISH LITERATURE AND COMPOSITION

Full Year—Grades 11-12 (EAd) (EC)

Fee: None

Prerequisite: English 10

This course engages students in the careful reading and critical analysis of imaginative literature. Through close reading of selected literary works, students deepen their understanding and enhance their pleasure in literature. They develop critical standards for interpreting the effects writers create by means of the artful manipulation of language. To achieve these goals, students study individual works, their characters, action, structure, and language. They consider both large-scale literary elements such as form and theme, and smaller-scale elements such as figurative language, imagery, symbolism, and tone. Students analyze these and other aspects of literature in their need to derive meaning from their experience of reading. Students consider literary works in their historical context and in relation to their own lives and experience as well.

FILM & LITERATURE

Semester—Grades 9-12 (EAd)

Fee: None

Prerequisite: None

Students explore the development of motion picture art form from the silent era to modern films. Essays, reports, and critical analysis of films are included.

JOURNALISM

Full Year—Grades 9-12 (EAd) (RP)

Fee: None

Prerequisite: Instructor Approval Required

Students will study journalistic principles including interviewing, observing, writing and editing. Students will be involved in all aspects of publishing the monthly school newspaper and the RCHS yearbook. Staff members will edit stories, layout pages, develop a theme, and organize photographs, advertisements, and stories. This class teaches responsibility, dependability, and teamwork in a very real working sense. Students will be expected to place this class high on their priority list.

PUBLIC SPEAKING

Semester—Grades 9-12 (EAd) (RP)

Fee: None

Prerequisite: None

Public Speaking is a one-semester college level course, though the topics covered in high school are very similar. Public Speaking, or Speech, is a recommended college prep course. The course is considered a "performance course," where students practice the art of public speaking by getting useful public speaking tips and delivering 3 or 4 short speeches throughout the semester. This is a great way to cover a high school elective while overcoming a fear of public speaking.

LITERATURE: SHAKESPEARE

Semester—Grades 10-12 (EAd)

Fee: None

Prerequisite: None

This course will explore the works of William Shakespeare, focusing on his plays. The course examines the culture of Shakespeare's day and the themes of his plays. Students will read a number of Shakespeare's comedies, tragedies, and histories.

LITERATURE: GOTHIC

Semester—Grades 10-12 (EAd)

Fee: None

Prerequisite: None

This course will focus on the major themes found in Gothic literature and demonstrate how the core writing drivers produce, for the reader, a thrilling psychological environment. Terror versus horror, the influence of the supernatural, and descriptions of the difference between good and evil are just a few of the themes presented. By the time students have completed this course, they will have gained an understanding of and an appreciation for the complex nature of dark fiction.

LITERATURE: SCIENCE FICTION AND FANTASY

Semester—Grades 10-12 (EAd)

Fee: None

Prerequisite: None

This course will explore the works of a number of Science Fiction and Fantasy writers, such as Orson Scott Card, Frank Herbert, Isaac Asimov,

J.R.R. Tolkien, C.S. Lewis, and Madeline L'Engle. The course explores the themes of speculative fiction and its unique method for social commentary.

LITERATURE: MYSTERY WRITERS

Semester—Grades 10-12 (EAd)

Fee: None

Prerequisite: None

This course will explore the works of a number of mystery writers, with an emphasis on British mystery writers such as: Agatha Christie, Sir. Arthur Conan Doyle, and Baroness Orczy. The course explores the themes of this genre of literature.

MATH

ALGEBRA 1

Full Year—Grades 9-10 (MC)

Fee: None

Prerequisite: None

The main goal of Algebra is to develop fluency in working with linear equations. Students will extend their experiences with tables, graphs, and equations and solve linear equations and inequalities and systems of linear equations and inequalities. Students will extend their knowledge of the number system to include irrational numbers. Students will generate equivalent expressions and use formulas. Students will simplify polynomials and begin to study quadratic relationships. Students will use technology and models to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations. Students will analyze situations verbally, numerically, graphically, and symbolically. Students will apply mathematical skills and make meaningful connections to life's experiences.

ALGEBRA 2

Full Year—Grades 9-12 (MAd)

Fee: None

Prerequisite: Geometry

This course is designed for students planning on taking Pre-calculus the subsequent year. A primary goal of Algebra 2 is for students to conceptualize, analyze, and identify relationships among functions. This course

builds on concepts learned in Algebra 1 and Geometry by extending linear algebra and coordinate geometry concepts to other functions and systems of equations. Students will develop proficiency in analyzing and solving quadratic functions using complex numbers. Students will investigate and make conjectures about absolute value, radical, exponential, logarithmic and sine and cosine functions algebraically, numerically, and graphically, with and without a graphing calculator. Students will extend their algebraic skills to compute with rational expressions and rational exponents. Students will analyze statistical data and apply concepts of probability using permutations and combinations. Students will apply mathematical skills and make meaningful connections to life's experiences.

COLLEGE PREP MATH

Full Year—Grades 10-12 (MAp)

Fee: None

Prerequisite: Algebra 2

This course is designed for students who had difficulty in Algebra 2. It is a pre-requisite to Pre-calculus. This course should help students to strengthen understanding of Algebra 2 concepts and prepare them to take Pre-calculus. This course includes a study of the following topics: exponents, polynomial expressions, function analysis (absolute value, quadratics, exponential, logarithmic, rational, radical and trigonometric), systems of equations, and conic sections. Students will apply mathematical skills and make meaningful connections to life's experiences.

GEOMETRY

Full Year—Grades 9-11 (MC)

Fee: None

Prerequisite: Algebra 1

Students will explore geometry through inductive and deductive processes, technology, constructions, manipulatives, and algebraic connections. Topics of investigation include logic, angle and line relationships, triangles and other polygons, congruence, and similarity. Students also study coordinate geometry. Trigonometric ratios of sine, cosine, and tangent are used to solve triangle problems. Students will use area, volume, geometric probability, and geometric relationships to solve real-life

problems. While mathematical skills will be developed, teaching will focus on the understanding of concepts in depth, enabling students to apply mathematical skills and make meaningful connections to life's experiences.

PRE-CALCULUS

Full Year—Grades 10-12 (MAd)

Fee: None

Prerequisite: C grade or higher in Algebra 2

The main goal of Pre-calculus is for students to gain a deep understanding of the fundamental concepts and relationships of functions. Students will expand their knowledge of quadratic, exponential, and logarithmic functions to include power, polynomial, rational, piece-wise, and trigonometric functions. Students will investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use graphing calculators and mathematical software to build understanding, make connections between representations, and provide support in solving problems. Students will analyze various representations of functions, sequences, and series. Students will analyze bivariate data and data distributions. Students will apply mathematical skills and make meaningful connections to life's experiences. Pre-calculus is highly recommended preparation for students who plan to continue their formal education beyond high school. Because of the importance of technology in this course, access to a graphing calculator is strongly recommended.

AP CALCULUS (AB)

Full Year—Grades 11-12 (MAd)

Fee: None

Prerequisite: C grade or higher in Pre-Calculus

This course includes differential and integral calculus and their applications. It is equivalent to one semester of college Calculus. This course is designed to prepare students to take the AP Calculus (AB) test.

AP CALCULUS (BC)

Full Year—Grades 11-12 (MAd)

Fee: None

Prerequisite: B grade or higher in AP Calculus (AB)

This course includes limits of functions, differential and integral calculus, polynomial approximations and series, and applications. It is equivalent to two semesters of college Calculus. This course is designed to prepare students to take the AP Calculus (BC) test.

AP STATISTICS

Full Year—Grades 10-12 (MAd)

Fee: None

Prerequisite: C grade or higher in Pre-Calculus

This course can be taken after, concurrent with, or in lieu of Calculus or AP Calculus. This course is an advanced placement course where students will learn how to collect, summarize, and analyze data to gain insights into patterns and trends as well as make predictions of future behavior. probability, counting theory, simulations, and mathematical modeling will be studied. Technology will be used to create simulations and to analyze data. Each student is required to have a graphing calculator with statistical features. (The TI-83+, or any version of the TI-84 is recommended)

CHESS

Semester—Grades 9-12 (MAp)

Fee: None

Prerequisite: None

This course will focus on analytical skills and systems for playing chess. Students will learn opening principles, endgame techniques, and strategies.

SCIENCE

ASTRONOMY

Semester—Grades 9-12 (SAp)

Fee: None

Prerequisite: None

This course presents an introduction to understanding the mysteries of the night sky. Students will learn of the formation, structure, and future of the large-scale universe; including galaxies, stars, and our own solar system. Emphasis is placed on knowledge gained

through ancient philosophers, scientists, and mathematicians as well as present-day space exploration programs. Students will be required to attend night observations.

BIOLOGY

Full Year—Grades 9-12 (SC)

Fee: None

Prerequisite: Completion or concurrent enrollment in Geometry

Students will study the functions of atoms and molecules in the chemistry of cells, the structure and function of cells, and how cells function as a system. They will analyze how genetic information is passed from one cell to another, and the significance and impact of genetic alteration on living organisms. Students will explore biological diversity, analyze characteristics of ecosystems, and the interdependence of organisms with each other and with their environment. Hands-on, student-centered activities allow students to explore the diversity of life and the relevancy of biology in their lives. The state core curriculum will be followed and enhanced.

AP BIOLOGY

Full Year—Grades 9-12 (SC) (SAd)

Fee: None

Prerequisite: Biology

This AP Biology course is equivalent to a two-semester college-level biology course with a substantial laboratory component. AP Biology will include topics regularly covered in a college biology course for majors. It is for the highly motivated student, not just the “brainy student”. This class will engage you in science as a process. We will do all of the 12 AP Biology Labs plus many other labs, spending more than 25% of our time in the lab setting. A pre-lab report and post-report is required with each lab showing that you have met the learning objectives for each lab. The laboratory component will enable you to develop hypotheses, design and run experiments, analyze data and make conclusions, and communicate in graphs and tables, but most importantly you will learn to think critically and analytically in the rapidly changing environment and societal world. The AP College Board outline will be followed.

FORENSIC SCIENCE

Full Year—Grades 11-12 (SAd)

Fee: None

Prerequisite: None

This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, the student will follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed, including testing DNA, toxicology, and material analysis. Techniques such as microscopy, chromatography, odontology, entomology, mineralogy, and spectroscopy will also be examined.

HUMAN ANATOMY

Full Year—Grades 11-12 (SAd)

Fee: None

Prerequisite: None

This class will examine the normal structure and function of the human body. The student will develop a working knowledge of homeostasis and pathology. Innovative laboratory exercises such as examination of cadavers and dissection will be used to help the student become familiar with clinical procedures and medical disorders

GENERAL CHEMISTRY

Full Year—Grades 10-12 (SC)

Fee: None

Prerequisite: Algebra 1

Chemistry is the study of matter, its structure, properties, and composition. This course covers topics of basic chemistry including atoms, energy, chemical bonds, chemical reactions, and solutions. Students will develop an understanding of chemical concepts and determine the relevance of chemistry in their lives. Participation in lab work is required.

AP CHEMISTRY

Full Year—Grades 10-12 (SC) (SAd)

Fee: None

Prerequisite: Algebra 1

Advanced Placement Chemistry offers an intensive study of chemical concepts equivalent to those taught in a typical first-year college chemistry course. The course provides in-depth

coverage of the concepts taught in general chemistry, including the structure of atoms, chemical bonding, chemical reactions, solutions, and energy. In addition, it explores the areas of organic chemistry and nuclear chemistry. Emphasis is placed on the laboratory component of the course and every student must complete the 20+ labs. Students will be prepared to take the AP chemistry exam; however, it is not required.

ENVIRONMENTAL SCIENCE

Semester—Grades 10-12 (SAd)

Fee: None

Prerequisite: None

This course will focus on interactions between ecosystems, population dynamics, field studies, identifying and analyzing environmental problems, evaluating risks such problems cause, and examining solutions for resolving or preventing such problems.

AP ENVIRONMENTAL SCIENCE

Full Year—Grades 11-12 (SAd)

Fee: None

Prerequisite: None

This course will be equivalent to a first year college course in environmental science. Emphasis will be placed on interactions between ecosystems, population dynamics, field studies, identifying and analyzing environmental problems, evaluating risks such problems cause, and examining solutions for resolving or preventing such problems. Students prepare to take the AP Environmental Science Exam.

PHYSICS

Full Year—Grades 10-12 (SAd)

Fee: None

Prerequisite: Algebra 2

Physics studies the “rules” of nature, in particular the rules that define relationships between matter, energy, and motion. The course will focus on understanding the concepts of physics and applying mathematical explanations. Topics covered include Newtonian mechanics, heat, sound, light, electricity and magnetism, with an introduction to atomic and nuclear physics. Participation in lab work and several projects is required.

AP PHYSICS B

Full Year—Grades 10-12 (SAd)

Fee: None

Prerequisite: Algebra 2

Advanced Placement Chemistry offers a rigorous study of physical concepts equivalent to those taught in a typical first-year algebra based college physics course. The course provides an in-depth, mathematics-intensive coverage of physical relationships between matter, energy, and motion. Topics covered include Newtonian mechanics, fluids, heat, sound, light, electricity, magnetism, and atomic and nuclear physics. Laboratory work is required and every student must complete the 18+ labs. Students will be prepared to take the AP physics B exam; however, it is not required.

ZOOLOGY/VETERINARY SCIENCE

Semester—Grades 10-12 (SAd)

Fee: None

Prerequisite: None

Students will study the diversity of animal life. They will analyze the hierarchal organization of animal complexity and contrast this to the classification of animal species. Students will explore the great diversity of animal species beginning with simple invertebrate animals up through the complex vertebrates. The principles of natural selection will be reviewed in order to evaluate the anatomical features of animals and how species physically adapt to their environment in order to survive. The detailed behavior of animals including learning, dominance, and communication will be explored. Current global environmental trends that threaten the survival of species will be addressed. Hands-on, student-centered activities will allow students to become more aware of the fascinating science of zoology.

SOCIAL STUDIES

ANTHROPOLOGY

Semester—Grades 9-12 (SS)

Fee: None

Prerequisite: None

This course examines an understanding of our past, present and future, in addition it addresses the problems humans face in biological, social and cultural life. This course explores the

evolution, similarity and diversity of humankind through time. It looks at how we have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change. A study of global cultures and the ways that humans have made sense of their world will be examined. Students will also examine some of the ways that cultures have understood and gave meaning to different stages of life and death. The course will also examine the creation of art within cultures and examine how cultures evolve and change over time. Finally, we will apply the concepts and insights learned from the study of anthropology to several cultures found in the world today.

ARCHAEOLOGY

Semester—Grades 9-12 (SS)

Fee: None

Prerequisite: None

This course focuses on this techniques, methods, and theories that guide the study of the past. Students will learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students will learn about the relationship of material items to culture and what we can learn about past societies from these items.

CRIMINOLOGY

Semester—Grades 9-12 (SS)

Fee: None

Prerequisite: None

In this course, students will study the field of Criminology – the study of crime. We will look at possible explanations for crime from psychological, biological and sociological perspectives, as well as explore the categories and social consequences of crime, and investigate how the criminal justice system handles not only criminals, but also the impacts of their criminality.

GEOGRAPHY

Semester—Grades 9-12 (SS)

Fee: None

Prerequisite: None

This course covers the five themes of geography. Students will study the various cultures of the world, including the way they live, political and social trends, and advanced

technology. They will utilize geographic skills to understand the practical application of geography to everyday life through the use and study of maps.

WORLD CIVILIZATIONS

Full Year—Grades 9-12 (SS)

Fee: None

Prerequisite: None

This course focuses primarily on studying civilizations from pre-history to the modern world, including people, events, and mythologies of Ancient Egypt, Greece, and Rome, and others.

LEADERSHIP

Full Year—Grades 9-12 (SS)

Fee: None

Prerequisite: None

This course focuses primarily on studying the elements and personal traits of good leaders. This course gives *you* the opportunity to develop the habits of making and keeping weekly commitments and effectively budgeting your time.

HISTORY THROUGH FILM

Semester—Grades 10-12 (SSE)

Fee: None

Prerequisite: None

This course will explore the depiction of history through film. Students will watch a number of films that depict various periods in history, and will study those periods using records and literature from the period.

INTRO. TO LEGAL STUDIES

Semester—Grades 10-12 (SSE)

Fee: None

Prerequisite: None

Every society has laws that its citizens must follow. From traffic laws to regulations on how the government operates, laws help provide society with order and structure. Our lives are guided and regulated by our society's legal expectations. Consumer laws help protect us from faulty goods; criminal laws help to protect society from individuals who harm others; and family law handles the arrangements and issues that arise in areas like divorce and child custody. This course focuses on the creation and

application of laws in various areas of society. By understanding the workings of our court system, as well as how laws are actually carried out, we become more informed and responsible citizens in our communities and of our nation.

US GOVERNMENT AND CITIZENSHIP

Semester—Grades 11-12 (SS)

Fee: None

Prerequisite: None

This course will give students a general understanding of the government, political and legal systems of the United States and the responsibilities of being a good citizen.

AP HUMAN GEOGRAPHY

Full Year—Grades 9-12 (SSE)

Fee: None

Prerequisite: None

This course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Students will also learn about the methods and tools geographers use in their science and practice. The material is designed to prepare the student to take the approved AP Human Geography test.

PSYCHOLOGY

Semester—Grades 10-12 (SSE)

Fee: None

Prerequisite: None

This course introduces the student to the study of the behavior of individuals. It emphasizes the manner in which the individual can apply various psychological theories and concepts to better understand one's self, one's motives, and one's relationship with other people.

SOCIOLOGY

Semester—Grades 10-12 (SSE)

Fee: None

Prerequisite: None

Students will examine social problems in our increasingly connected world, and learn how human relationships can strongly influence and impact their lives. Exciting online video journeys to an array of areas in the sociological

world are an important component of this relevant and engaging course. Sociology is the study of people, social life and society. By developing a "sociological imagination" students will be able to examine how society itself shapes human action and beliefs...and how in turn these factors re-shape society itself! Fascinating online videos journeys will not only inform students, but also motivate them to still seek more knowledge on their own.

SOCIAL PROBLEMS

Semester—Grades 10-12 (SSE)

Fee: None

Prerequisite: None

Students will learn about how social problems affect them personally, as well as begin to develop the skills necessary to help make a difference in their own lives and communities, not to mention globally. Students will become aware of the challenges faced by social groups, as well as learn about the complex relationship among societies, governments and the individual. Students learn about the overall structure of the social problem as well as how it impacts their lives. Topics studied include racial discrimination, drug abuse, the loss of community, and urban sprawl, and discusses possible solutions at both individual and structural levels. For each issue, students examine the connections in the global arena involving societies, governments and the individual.

PHILOSOPHY

Semester—Grades 10-12 (SSE)

Fee: None

Prerequisite: None

This course introduces the student to the study of the Philosophy. It emphasizes the manner in which the individual can apply various philosophical theories and concepts to better understand one's self, one's motives, and one's relationship with other people and their institutions.

AP PSYCHOLOGY

Full Year—Grades 10-12 (SSE)

Fee: None

Prerequisite: Psychology

The AP Psychology course is designed to prepare students for the Advanced Placement Program examination. The course emphasizes the history of psychology as a science. The classes examine the various theories that form the foundation of human and animal behavior. The lessons trace the development of the major schools of psychology. The scientific nature of psychology is examined by means of experimental research methodology and inferential statistics. Fundamental areas of exploration include: the biological basis of behavior, sensation and perception, psychological disorders, states of consciousness, learning, personality, emotional, abnormal psychology, and ethics.

UNITED STATES HISTORY II

Full Year—Grades 10-12 (SS)

Fee: None

Prerequisite: None

This course is designed to cover the history of the United States from 1865 to the present. Students will study the social, economic, and political developments of this period. Emphasis will be placed on events, issues and the men and women important to our national heritage. There is also an in depth study of the constitution and how it works.

AP UNITED STATES HISTORY

Full Year—Grades 10-12 (SS) (SSE)

Fee: None

Prerequisite: None

This course is designed for those who desire to continue their education beyond high school. The course is an in-depth study of history from the Age of Exploration to the present. The course involves analyzing events through primary source analysis and essay writing. Students may receive college credit and are expected to take the A.P. exam in May. The cost of the exam is approximately \$85.

AP US GOVERNMENT & POLITICS

Full Year—Grades 11-12 (SSE)

Fee: None

Prerequisite: None

This course is designed for those who desire to continue their education beyond high school. The course will provide students with an in depth study of the government, political and legal systems of the United States. Practical learning skills will be combined with the instruction from outside resource persons and varied activities that will enable students to learn about law and the legal system of this nation. Students may receive college credit and are expected to take the AP exam in May. Students passing the AP exam with a score of 3 or above will receive college credit. The cost of the AP exam is approximately \$85.

AP WORLD HISTORY

Full Year—Grades 11-12 (SSE)

Fee: None

Prerequisite: None

The AP World History course covers the history of the world from 600 C.E. to the present, with an introduction unit on the period before (covering around 8000 B.C.E. to 600 C.E.). The course emphasizes “patterns of change” and the connections between the various world cultures throughout the time period being studied. Students will gain an understanding of the global experiences of humanity and be able to apply that knowledge to their growth and development as “world citizens”.

AP EUROPEAN HISTORY

Full Year—Grades 11-12 (SSE)

Fee: None

Prerequisite: None

This course is the study of the social, economic, cultural, intellectual, political and diplomatic history of Modern Europe history of the world from the fall of Constantinople to the fall of the Berlin wall and the Soviet Union. The course will be taught at a level and rigor equivalent to that required of a student in a college freshman or sophomore Modern European History course. Students may receive college credit and are expected to take the AP exam in May. Students passing the AP exam with a score of 3 or above will receive

college credit. The cost of the AP exam is approximately \$85.

AP MACROECONOMICS

Full Year—Grades 11-12 (SSE)

Fee: None

Prerequisite: None

Macroeconomics is an emphasis on how the economic system works as a whole. Students study how the concepts such as gross domestic product (GDP) and other indicators. They examine concepts such as inflation, unemployment, world trade patterns, and the role of the Federal Reserve Bank. Students may receive college credit and are expected to take the AP exam in May. Students passing the AP exam with a score of 3 or above will receive college credit. The cost of the AP exam is approximately \$85.

AP MICROECONOMICS

Full Year—Grades 11-12 (SSE)

Fee: None

Prerequisite: None

Microeconomics emphasizes how individuals make choices with limited resources. Students will examine concepts such as supply and demand, factors of production, roles of labor and management, the relationship between the environment and the economy, and the impact of the government on individual decision making processes. Students study the stock market as an investment option and trace various stocks through the semester using the Wall Street Journal and the Internet as resources. Students may receive college credit and are expected to take the AP exam in May. Students passing the AP exam with a score of 3 or above will receive college credit. The cost of the AP exam is approximately \$85.

WORLD RELIGIONS

Semester—Grades 10-12 (SSE)

Fee: None

Prerequisite: None

This course will examine the religions of the world, their theologies, history, and impact on human civilization.

FOREIGN LANGUAGE

ARABIC 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of Arabic. They will learn to read and write what they can say. Cultural lessons introduce Arabic lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

ARABIC 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Arabic 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and amplification of accurate and fluent use of the structural elements of Arabic. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the French culture and appreciation of French attitudes and interests.

ARABIC 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Arabic 2

Advanced study continued through Arabic 2.

CHINESE 1

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of Chinese. They will learn to read and write what they can say. Cultural lessons introduce Chinese lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

CHINESE 2

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Chinese 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and amplification of accurate and fluent use of the structural elements of Chinese. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the Chinese culture and appreciation of Chinese attitudes and interests.

CHINESE 3

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Chinese 3

Advanced study continued through Chinese 2.

DUTCH 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of Dutch. They will learn to read and write what they can say. Cultural lessons introduce Dutch lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

DUTCH 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Dutch 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and amplification of accurate and fluent use of the structural elements of Dutch. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the Dutch culture and appreciation of Dutch attitudes and interests.

DUTCH 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Dutch 2

Advanced study continued through Dutch 2.

FILIPINO (TAGALOG) 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of Tagalog. They will learn to read and write what they can say. Cultural lessons introduce Filipino lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

FILIPINO (TAGALOG) 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Filipino (Tagalog) 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and amplification of accurate and fluent use of the structural elements of Tagalog. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the Filipino culture and appreciation of Filipino attitudes and interests.

FILIPINO (TAGALOG) 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Filipino (Tagalog) 2

Advanced study through a continuation of Filipino (Tagalog) 2.

FRENCH 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of French. They will learn to read and write what they can say. Cultural lessons introduce French lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

FRENCH 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: French 1

Emphasis is placed upon expansion of

vocabulary while stressing reinforcement and amplification of accurate and fluent use of the structural elements of French. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the French culture and appreciation of French attitudes and interests.

FRENCH 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: French 2

Advanced study continued through French 2.

AP FRENCH 4 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: French 3

Advanced study through a continuation of French 3; preparation for the AP French exam.

GERMAN 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

This course is designed to introduce students to German language and culture with the aim to attain basic conversational fluency. Students will study a variety of themes and participate daily in active listening and conversation activities.

GERMAN 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: German 1

This course is designed as a continuation of German 1 with the aim to attain functional fluency. Students will study a variety of culturally contextual topics and participate daily in active listening and conversation activities. Learning how to get around in Germany as a traveler is emphasized.

GERMAN 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: German 2

This course is designed as a continuation of German 2 with the aim to attain functional fluency. Students will study a variety of culturally contextual topics and participate daily

in active listening and conversation activities. Learning how to get around in Germany as a traveler is emphasized.

GREEK 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of Greek. They will learn to read and write what they can say. Cultural lessons introduce Greek lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

GREEK 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Greek 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and amplification of accurate and fluent use of the structural elements of Greek. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the Greek culture and appreciation of Greek attitudes and interests.

GREEK 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Greek 2

Advanced study continued through Greek 2.

HEBREW 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of Hebrew. They will learn to read and write what they can say. Cultural lessons introduce Hebrew lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

HEBREW 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Hebrew 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and amplification of accurate and fluent use of the structural elements of Hebrew. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the Hebrew culture and appreciation of Hebrew attitudes and interests.

HEBREW 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Hebrew 2

Advanced study continued through Hebrew 2.

HINDI 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of Hindi. They will learn to read and write what they can say. Cultural lessons introduce Hindi lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

HINDI 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Hindi 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and amplification of accurate and fluent use of the structural elements of Hindi. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the Hindi culture and appreciation of Hindi attitudes and interests.

HINDI 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Hindi 2

Advanced study continued through Hindi 2.

IRISH 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of Irish. They will learn to read and write what they can say. Cultural lessons introduce Irish lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

IRISH 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Irish 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and amplification of accurate and fluent use of the structural elements of Irish. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the Irish culture and appreciation of Irish attitudes and interests.

IRISH 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Irish 2

Advanced study continued through Irish 2.

ITALIAN 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of Italian. They will learn to read and write what they can say. Cultural lessons introduce Italian lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

ITALIAN 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Italian 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and

amplification of accurate and fluent use of the structural elements of Italian. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the Italian culture and appreciation of Italian attitudes and interests.

ITALIAN 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Italian 2

Advanced study continued through Italian 2.

JAPANESE 1

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of Japanese. They will learn to read and write what they can say. Cultural lessons introduce Japanese lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

JAPANESE 2

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Japanese 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and amplification of accurate and fluent use of the structural elements of Japanese. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into Japanese culture and appreciation of Japanese attitudes and interests.

JAPANESE 3

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Japanese 2

Advanced study continued through Japanese 2.

KOREAN 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental

patterns of Korean. They will learn to read and write what they can say. Cultural lessons introduce Korean lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

KOREAN 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Korean 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and amplification of accurate and fluent use of the structural elements of Korean. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the Korean culture and appreciation of Korean attitudes and interests.

KOREAN 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Korean 2

Advanced study continued through Korean 2.

LATIN 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of French. They will learn to read and write what they can say. Cultural lessons introduce French lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

LATIN 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Latin 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and amplification of accurate and fluent use of the structural elements of Latin. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the Latin culture and appreciation of Latin attitudes and interests.

LATIN 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Latin 2

Advanced study continued through Latin 2.

AP LATIN 4 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Latin 3

Advanced study through a continuation of Latin 3; preparation for the AP Latin exam.

PERSIAN (FARSI) 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of Farsi. They will learn to read and write what they can say. Cultural lessons introduce Persian lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

PERSIAN (FARSI) 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Persian (Farsi) 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and amplification of accurate and fluent use of the structural elements of Farsi. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the Persian culture and appreciation of Persian attitudes and interests.

PERSIAN (FARSI) 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Persian (Farsi) 2

Advanced study through a continuation of Persian (Farsi) 2.

POLISH 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of Polish. They will learn to read and write what they can say. Cultural lessons introduce Polish lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

POLISH 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Polish 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and amplification of accurate and fluent use of the structural elements of Polish. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the Polish culture and appreciation of Polish attitudes and interests.

POLISH 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Polish 2

Advanced study continued through Polish 2.

PORTUGUESE 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of Portuguese. They will learn to read and write what they can say. Cultural lessons introduce Portuguese lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

PORTUGUESE 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Portuguese 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and

amplification of accurate and fluent use of the structural elements of Portuguese. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the Portuguese culture and appreciation of Portuguese attitudes and interests.

PORTUGUESE 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Portuguese 2

Advanced study continued through Portuguese 2.

RUSSIAN 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of Russian. They will learn to read and write what they can say. Cultural lessons introduce Russian lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

RUSSIAN 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Russian 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and amplification of accurate and fluent use of the structural elements of Russian. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the Russian culture and appreciation of Russian attitudes and interests.

RUSSIAN 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Russian 2

Advanced study continued through Russian 2.

SPANISH 1

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Understanding spoken Spanish and attaining fluency in basic conversational expressions are emphasized. Understanding grammar and written Spanish is also stressed. A study of culture and custom of Spanish speaking countries is covered.

SPANISH 2

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Spanish 1

Emphasis is placed upon expansion of vocabulary and grammar principles while stressing reinforcement and amplification of accurate and fluent use of Spanish. Students will study a variety of culturally relevant topics and engage daily in active listening and conversation activities.

SPANISH 3

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Spanish 2

Spanish is used almost exclusively in the classroom with emphasis on reading and grammar review. Oral comprehension, oral practice and Spanish literature are stressed in the program.

AP SPANISH LANGUAGE AND CULTURE (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Spanish 3

The fundamentals of the Spanish language will be reviewed, studied more in depth, and fine points and details will be added, along with extensive written and oral practice. Spanish culture and literature will be studied and ample opportunity for speaking Spanish.

SWEDISH 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of Swedish. They will learn to read and write what they can say. Cultural lessons introduce Swedish lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

SWEDISH 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Swedish 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and amplification of accurate and fluent use of the structural elements of Swedish. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the Swedish culture and appreciation of Swedish attitudes and interests.

SWEDISH 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Swedish 2

Advanced study continued through Swedish 2.

TURKISH 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of Turkish. They will learn to read and write what they can say. Cultural lessons introduce Turkish lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

TURKISH 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Turkish 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and

amplification of accurate and fluent use of the structural elements of Turkish. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the Turkish culture and appreciation of Turkish attitudes and interests.

TURKISH 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Turkish 2

Advanced study continued through Turkish 2.

VIETNAMESE 1 (ONLINE)

Full Year—Grades 9-12 (FL)

Fee: None

Prerequisite: None

Students will acquire accurate pronunciation and habits of correct usage of the fundamental patterns of Vietnamese. They will learn to read and write what they can say. Cultural lessons introduce Vietnamese lifestyle, history, cooking, and art. Students practice the skills by means of dialogues, structure drills, reading selections, and exercises.

VIETNAMESE 2 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Vietnamese 1

Emphasis is placed upon expansion of vocabulary while stressing reinforcement and amplification of accurate and fluent use of the structural elements of Vietnamese. Narratives and dialogues are used to learn structure and vocabulary. Students gain insight into the Vietnamese culture and appreciation of Vietnamese attitudes and interests.

VIETNAMESE 3 (ONLINE)

Full Year—Grades 10-12 (FL)

Fee: None

Prerequisite: Vietnamese 2

Advanced study continued through Vietnamese 2.

DIRECTED COURSEWORK

ACT/SAT TEST PREPARATION

Semester—Grades 10-12 (R)

Fee: None

Prerequisite: None

This course will prepare students for taking standardized college admissions exams such as the ACT or SAT tests. Course will focus on advanced test taking techniques, vocabulary, and test reading skills.

FINANCIAL LITERACY

Semester—Grades 11-12 (R)

Fee: None

Prerequisite: None

This course will enable students to implement decision-making skills they must apply and use to become wise and knowledgeable consumers, savers, investors, users of credit, money managers, citizens, and members of a global workforce and society. At the end of the course students will be informed and prepared to be prudent managers of financial resources, enabling them to achieve long and short term financial goals and security; demonstrate an understanding of personal financial planning and sound money management skills; actively participate in and understand management of personal saving and investments and accept responsibility for and understand personal and societal consequences of financial decisions.

COMPUTER TECHNOLOGY

Semester—Grades 9-12 (R)

Fee: None

Prerequisite: None

Students will identify career opportunities in information processing and manage files using the operation system. The emphasis is on business computer applications, such as spreadsheet, word processing, graphics, and desktop publishing. Students will also research current issues concerning information management.

FINE ARTS

ART FOUNDATION 2

Semester—Grades 9-12 (AE)

Fee: None

Prerequisite: None

All art majors planning on working on their AP Studio Art portfolio must begin with Art 2. This class covers the elements of art--line form/shape, value space, texture, and color. Producing three or more projects in art with pen (ink), pencil, and charcoal covers each element. The element of color is covered in the process of printmaking. Points grade each of the student projects. Total points given a student constitute their grade. Students are responsible for their own paints and paper.

AP ART HISTORY

Full Year—Grades 10-12 (AE)

Fee: None

Prerequisite: None

This is a yearlong course structured to prepare students for the AP® Art History Exam. The course offers a chronological survey of Western art from the dawn of civilization to the present time, including the most modern trends. The course combines proper historical techniques and procedures with an emphasis on the unique position and role played by the artist as well as the work of art, its context, and the critic. Students will be exposed to a wide range of art and will be able to identify major artists in each period or movement. The fall semester covers art from the Paleolithic through the Early Renaissance era. The Spring Semester covers art from the Late Renaissance era through Post Modern.

DRILL

Full Year—Grades 9-12 (AE)

Fee: None

Prerequisite: Auditions Only

This is a performance level class that incorporates all levels of ability and achievement. The color guard will interact and perform with the Marching Band during the summer and field season. The class is designed to give students an understanding of, and application to perform in, various aspects of

dance. Students will gain greater strength, flexibility and coordination. Students will be graded on participation, attendance, and the development and performance of choreography. Attendance at summer and fall practices and performances, as well as drill camp, is required. Other fees may apply.

BAND AND ORCHESTRA

Full Year—Grades 9-12 (AE)

Fee: None

Prerequisite: None

Membership is open to anyone desiring to perform on a woodwind or brass instrument- no audition is required. Students will explore a wide variety of musical styles and perform several times throughout the year. Other fees may apply.

CHOIR

Full Year—Grades 9-12 (AE)

Fee: None

Prerequisite: None

This class is for students who have had previous experience in various school choirs. We will focus on learning sound music fundamentals, including singing well and in tune, and reading music. Students will have opportunities to perform in concerts throughout the year and to compete in district and state festivals.

DANCE 1

Semester—Grades 9-12 (AE)

Fee: None

Prerequisite: None

This class is designed to give the student an understanding of the different elements of dance. Students will gain greater strength, flexibility and coordination. Students will be graded on participation, development and performance of choreography. Other fees may apply.

MUSIC APPRECIATION

Semester—Grades 9-12 (AE)

Fee: None

Prerequisite: None

This course will provide students with an aesthetic and historical perspective of music, covering a variety of styles and developments from the Middle Ages through the Twentieth First Century. Students will acquire basic

knowledge and listening skills, making future music experiences more informed and satisfying.

PHOTOGRAPHY

Semester—Grades 9-12 (AE)

Fee: None

Prerequisite: None

This course will start with the basics of photography and continue into the complete production of professional quality digital photographs. We will cover everything from photographic composition to working with and understanding Adobe Photoshop. Each student must have access to a point and shoot digital camera, and have access to 35mm negatives.

DRAMA 1

Semester—Grades 9-12 (AE)

Fee: None

Prerequisite: None

This course introduces the student to the beginning elements of theatre and performance with emphasis on self-improvement in performance and public communication. Mime, oral interpretation, seeing and monologue study are taught along with production criticism, and dramatic and comedic literature. The student will study audition techniques, seeing performance, cinema appreciation and criticism, and an introduction to acting.

DRAMA 2

Full Year—Grades 9-12 (AE)

Fee: None

Prerequisite: Drama 1

This class is an advanced study of theater history, advanced performance skills covering Shakespearean acting, children's theatre, resume and audition preparation, and performance in school productions.

DRAMA ADVANCED

Full Year—Grades 10-12 (AE)

Fee: None

Prerequisite: Drama 2 or Audition

An acting and performance class where students will learn advanced techniques in acting and styles of theatre. This class will also include a focus on Shakespearean text as well as exposure to play production and competition. Emphasis

will be placed on playwriting, improvisation, finding, developing, rehearsing and performing scenes and monologues from contemporary and classical theatre.

DRAWING 1

Semester—Grades 9-12 (AE)

Fee: None

Prerequisite: Art Foundation 2

This course follows the High School Visual Arts Core Curriculum. Drawing focuses on black and white or monochromatic rendering from life, pictures, masterworks, and imagination. This class includes studies in figure and face drawing. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics.

GUITAR 1

Full Year—Grades 9-12 (AE)

Fee: None

Prerequisite: None

This course is an introduction to playing the guitar. Students will learn chording, note reading, and rhythms. They will play music pieces ranging from country to classical. Students must provide their own guitar.

ADVANCED GUITAR

Full Year—Grades 10-12 (AE)

Fee: None

Prerequisite: Guitar 1

Students will be able to individualize, learn solos, and play more advanced music. Students will need to provide their own guitar.

MUSICAL THEATER

Full Year—Grades 9-12 (AE)

Fee: None

Prerequisite: Audition Only

A hands-on course designed to cover the aspects of musical theater including mandatory participation in the production of a full length musical, in the fall and spring semesters. Students will also study elements of dance, choreographers, choreographic principals and processes, dancing, acting and auditioning.

SCULPTURE

Semester—Grades 10-12 (AE)

Fee: None

Prerequisite: Art Foundation 2

This is an intermediate level course that introduces basics in additive and subtractive methods for making sculpture. Mediums such as metal, wood, found objects, and clay will be used in production. Students will be expected to know design basics. Historical examples, aesthetic, and art criticism will be included in the curriculum.

THEATER TECHNOLOGY

Full Year—Grades 9-12 (AE)

Fee: None

Prerequisite: None

Students will study theatre lighting, sound, scenery, properties, stage management and technical design. This class will be a project-based class. It also may require evenings and out-of-school time during rehearsals and performances. The student will be required to see a play each term.

AP STUDIO ART

Full Year—Grades 11-12 (AE)

Fee: None

Prerequisite: Teacher Approval

The purpose of this class is to finish the Art Portfolio and scholarship slides. College credit is available. Students are responsible for their own paints and paper.

PAINTING 1

Semester—Grades 10-12 (AE)

Fee: None

Prerequisite: Art Foundations 2 and Drawing 1

This course follows the High School Visual Arts Core Curriculum. Painting focuses on painting using a variety of mediums from life, pictures, masterworks, and imagination. This class includes studies in figure and face drawing. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics.

BEGINNING METALWORK

Semester—Grades 9-12 (AE)

Fee: None

Prerequisite: None

Beginning metalwork teaches students an introduction to some of the techniques and process related to metalworking and jewelry making. Students will learn how to apply the elements and principles of design to create pieces of jewelry out of metal. The course provides coverage of basic jewelry-making skills such as soldering, sawing, stone setting, and finishing, while learning how to use equipment safely. Emphasis is put on studio production while encouraging the development of creativity, art criticism skill, and a knowledge art history.

CAREER TECHNOLOGY EDUCATION

ENTREPRENEURSHIP/MARKETING

Full Year—Grades 9-12 (CTE)

Fee: None

Prerequisite: None

Entrepreneurship is a program that will prepare students to operate businesses that sell, rent, or lease goods and services. This course will provide insight into the theory behind buying, storing, pricing, advertising, displaying, selling, financing, and other activities necessary for successful business operations.

ENGINEERING DESIGN (CAD)

Full Year—Grades 9-12 (CTE)

Fee: None

Prerequisite: None

If you enjoy problem solving, making ideas into reality, drawing plans and diagrams, or discovering how things work, a career in engineering may be right for you. Strong computer-aided design skills are a necessity for jobs in this field. This introductory engineering course teaches the basics of CAD software: creating points, lines, geometric forms, drawings, and 3D models. As you learn these basics, you'll gain the foundation that you need to translate abstract concepts into functional designs, a core engineering skill. You'll use CAD Standard Lite and Google™ SketchUp software, versatile free alternatives to more

expensive CAD software such as AutoCAD®.

GAME DESIGN 1

Full Year—Grades 10-12 (CTE)

Fee: None

Prerequisite: None

Game Design students focus on the design principles, skills and techniques required to create the systems, design documents and prototypes for game projects. This course emphasizes design skills such as strong initial concepts, game documentation, game balance and play testing, storytelling and level design. Students in the Game Design program will also develop a critical approach to the study of gameplay, interaction and design.

GAME DESIGN 2

Semester—Grades 10-12

Fee: None

Prerequisite: Game Design 1

Students in the Game Design 2 program will develop a critical approach to the study of gameplay, interaction and design through analysis. Game Design students will also be exposed to tools unique to the Xbox360 Console and are required to own one. Students focus on level design principles, scripting and techniques required to create engaging levels, environments and game projects.

GREEN DESIGN AND TECHNOLOGY

Semester—Grades 9-12 (CTE)

Fee: None

Prerequisite: None

This introductory course will explore the basic principles of sustainable design. Because demand for sustainable products is rising, knowledge of these concepts is a valuable asset in today's workplace. Students will learn about systems thinking, waste management, transportation planning, green energy alternatives, agricultural resources and green issues, and economic impacts of Green Design and Development.

INTERNATIONAL BUSINESS

Full Year—Grades 9-12 (CTE)

Fee: None

Prerequisite: None

This course is designed to help students develop the appreciation, knowledge, skills, and abilities needed to live and work in a global marketplace. It takes a global view on business, investigating why and how companies go international and are more interconnected. The course further provides students a conceptual tool by which to understand how economic, social, cultural, political and legal factors influence both domestic and cross-border business. Business structures, global entrepreneurship, business management, marketing, and the challenges of managing international organizations will all be explored in this course. Students will cultivate a mindfulness of how history, geography, language, cultural studies, research skills, and continuing education are important in both business activities and the 21st century.

PHOTOSHOP 1

Semester—Grades 9-12 (CTE)

Fee: None

Prerequisite: None

This course concentrates on the foundations of raster photo editing, illustration, design and photo retouching. Students explore a wide range of selection and manipulation techniques that can be applied to photos, graphics, and other images.

PHOTOSHOP 2

Semester—Grades 9-12

Fee: None

Prerequisite: Photoshop 1

Students in this course will expand their Photoshop skills through advanced retouching, color correction, and other custom imaging techniques. Students will learn about creating clipping groups to use one layer's contents to mask another's, vector paths, and color swatches, gradients, and patterns. Students will also learn how to create layer styles and use the Background Eraser and the Extract command to create complex masks.

ILLUSTRATOR 1

Semester—Grades 9-12

Fee: None

Prerequisite: None

Teaches students the processes of vector drawing on the computer. Students learn how to use the tools to create digital artwork that can be used in web design, print media and digital screen design.

3-D ART: MODELING AND ANIMATION

Semester—Grades 9-12

Fee: None

Prerequisite: None

This introductory design course teaches the fundamental concepts of 3D modeling and will allow students to begin exploring the basic concepts and skills of 3D animation. In this course, students will use Blender®, a powerful free alternative to expensive 3D modeling software such as Maya® or 3ds Max® (formerly 3D Studio Max).

AUDIO ENGINEERING

Semester—Grades 9-12 (CTE)

Fee: None

Prerequisite: None

This introductory audio engineering course teaches the four main steps of professional recording projects: recording, editing, mixing, and mastering. You'll complete a series of hands-on projects using Audacity®, a powerful free audio editing program that will allow you to develop original projects of your own.

COMPUTER PROGRAMMING (C++)

Semester—Grades 9-12 (CTE)

Fee: None

Prerequisite: None

Students will learn the basic principles of writing computer programs. Students will learn C++ to program.

COMPUTER SCIENCE

Semester—Grades 9-12 (CTE)

Fee: None

Prerequisite: None

In this programming course, students will learn the basics of Computer Science through a series of projects that allow for creativity and experimentation. In this class, students will

create a diverse portfolio of projects using the Python® programming language.

FAMILY AND CONSUMER SCIENCE

Semester—Grades 9-12 (CTE)

Fee: None

Prerequisite: None

Students will learn the basics of organizing and running a home. Topics include cooking, sewing, interior design, child development and budgeting.

FOODS 1

Semester—Grades 9-12 (CTE)

Fee: None

Prerequisite: Family and Consumer Science

Foods and nutrition is the primary focus of this course. Topics covered include basic food preparation, food safety and the food pyramid. Foods from the food pyramid categories will be prepared.

ADVANCED FOODS

Semester—Grades 9-12 (CTE)

Fee: None

Prerequisite: Foods 1

This course covers advanced methods in food and nutrition. Students will learn the art of performing quality food preparation and will be introduced to the opportunities in the food service industry.

ADVANCED SEWING

Semester—Grades 9-12 (CTE)

Fee: None

Prerequisite: Home Economics 1

This course introduces students to basic sewing, serging, and pressing equipment, reviews the types of fabric's construction, makes an intermediate level project using correct construction techniques.

WEB PAGE DESIGN

Semester—Grades 9-12 (CTE)

Fee: None

Prerequisite: Computer Technology

This course provides students with an introduction to the Internet. Students will demonstrate a basic knowledge of the Internet and its tools through the use of e-mail and browsers. HTML and web publishing software

will be used to create, format, edit, and publish web pages. Emphasis will be placed on the application of the Internet in business.

PHYSICAL EDUCATION/HEALTH

HEALTH

Semester—Grades 10-12 (R)

Fee: None

Prerequisite: None

This course is designed to inform students about themselves and their well-being. The course covers such topics as personal hygiene, mental health, relationships, anger management, physical fitness, body systems, substance abuse, STD'S and HIV.

CHEERLEADING

Full Year—Grades 9-12 (PEP)

Fee: Other Fees May Apply

Prerequisite: Auditions Only

Students who are on the cheerleading squad will learn the skills of cheerleading.

SOCIAL DANCE 1

Semester—Grades 9-12 (PEP)

Fee: None

Prerequisite: None

This class is an introduction to a variety of dances in Latin, Standard, and American Social styles. Students will learn social skills and etiquette, as they will be taught proper dance position and respect for a partner. They will also learn a little history of each dance style taught. This class will allow students to learn a fun way to stay active and have fun with exercise, as well as teach them a life skill. Grading is based on individual improvement, not necessarily talent or natural ability. No prior experience is required.

TAIJI (TAI CHI)

Semester—Grades 8-12 (PEP)

Fee: None

Prerequisite: None

Meditative movements designed to develop self-awareness and self-discipline. Students can expect to gain greater flexibility, strength, and agility through the use of isometric, plyometric, and dynamic conditioning exercises.

TAIJI

Semester—Grades 8-12 (PEP)

Fee: None

Prerequisite: Teacher approval

Personal development is the key of this fast paced athletic course. Students will be taught how to refine martial skill by applying self-discipline as they create individual daily routines. Incorporating techniques found only in the most reclusive parts of China. Students must be prepared to push themselves to discover their martial potential.

FITNESS FOR LIFE

Semester—Grades 10-12 (R)

Fee: None

Prerequisite: None

Fitness for Life is a comprehensive program designed to help teens take responsibility for their own activity, fitness, and health and to prepare them to be physically active and healthy throughout their adult lives. Students will use fitness knowledge to develop and follow a personal fitness plan. Students will also be required to participate in district wide “fitnessgram” testing and will take district wide written test on fitness principles.

PE SKILLS & TECHNIQUES

Semester—Grades 9-12 (R)

Fee: None

Prerequisite: None

Skills and techniques in a variety of team and individual sports are taught. Running and exercise skills are taught to improve physical condition.

BASKETBALL

Semester-Grades 9-12 (PEP)

Fee: None

Prerequisite: None

The purpose of this course is to learn and practice the fundamentals of basketball. Students will learn the skills and rules required for the game.

VOLLEYBALL

Semester—grades 9-12 (PEP)

Fee: None

Prerequisite: None

The purpose of this course is to learn and practice the fundamentals of volleyball.

Students will learn the skills and rules required for the game.

WEIGHT TRAINING

Semester—Grades 9-12 (PEP)

Fee: None

Prerequisite: None

The purpose of this course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance self-image.

WEIGHT TRAINING (ADVANCED)

Semester—Grades 10-12 (PEP)

Fee: None

Prerequisite: Weight Training

The purpose of this course is to enable students to develop advanced knowledge and skills in weight training, further improve muscular strength and endurance, and further enhance self-image. This course further develops understanding strength training, cardiovascular training, and plyometrics—exercises that use explosive movements to develop muscular power. Students will learn the proper techniques for these types of training, develop an effective conditioning program, and learn to utilize the equipment in the weight room. The course is designed to teach students how to safely train in a program that fits their needs for varsity athletic competition.

GENERAL ELECTIVES

DRIVER EDUCATION

Semester—Grades 10-12 (GE)

Fee: None

Prerequisite: None

Driver’s Ed will be taught before school, after school, or on Saturday. Once the student has the learner’s permit and notifies the instructor, he/she will be added to the scheduling list. He/she will be able to specify which of the three time slots will work best for them. Students

must accumulate 30 hours of classroom instruction.

AIDE – TEACHER

Semester—Grades 11-12 (GE) (RP)

Fee: None

Prerequisite: Student must be on track for graduation.

Students may only register for one teacher's aide position a year. A student assistant is assigned to a high school staff member. Course is pass/fail and students do not receive a letter grade.

AIDE – OFFICE

Semester—Grades 10-12 (GE) (RP)

Fee: None

Prerequisite: Student must be on track for graduation.

Students may only register for one aide position a year. A student assistant is assigned to the main office or counseling office. Course is pass/fail and students do not receive a letter grade.

AIDE – MEDIA

Semester—Grades 11-12 (GE) (RP)

Fee: None

Prerequisite: Student must be on track for graduation.

Requirements are different each class period. Students will be required to shelf books, check in and out library materials, clean, prepare books for cataloging and maintain a quiet atmosphere. Course is pass/fail and students do not receive a letter grade.

MEDIA ARTS

Full Year—Grades 10-12 (GE)

Fee: None

Prerequisites: None

Students will study audio engineering, mixing, and production in a real-world setting. Students will collaborate with the Drama Department on play productions and other related events.

PEER TUTOR

Semester—Grades 10-12 (GE) (RP)

Fee: None

Prerequisite: Student must be on track for graduation.

Students will be involved in peer tutoring students in special education classes in the areas of math, English, reading, life skills and other regular education academic areas. This can be a very rewarding experience. Course is pass/fail and students do not receive a letter grade.

STUDENT COUNCIL

Full Year—Grades 9-12 (GE) (RP)

Fee: None

Prerequisite: Elections/Auditions and 3.0 GPA required

Class members are elected or appointed in the spring prior to the next school year.

VOLUNTEER PUBLIC SERVICE

Full Year—Grades 7-12 (GE) (RP)

Prerequisite: None

Students learn the importance of service to their community. Students develop the appropriate skills to be a volunteer. Students log and report the volunteer hours needed for graduation.

RELEASED TIME

SEMINARY (RELEASED TIME)

No Credit

Full Year—Grades 9-12

A student may be released to attend off-campus religious instruction. Continued failure to attend released time class will result in the re-registration of the student into a regularly scheduled class at the high school.

SEMINARY (RELEASED TIME) BEFORE SCHOOL

No Credit

Full Year—Grades 9-12

Enrollment is limited – students must receive approval prior to enrollment.

PARENT RELEASE TIME

No Credit

Full Year—Grades 9-12

Students are released into the care and supervision of their parent or guardian for the purpose of religious instruction.

WORK RELEASE TIME

Full Year—Grades 11-12 (GE)

Students may be released to work off-campus.

ONLINE STUDY

No Credit

Semester—Grades 9-12 (RP)

Fee: None

Prerequisites: None

This class provides students with the time and opportunity to take high school courses through online vendors such as Electronic High School. This course give students the opportunity to makeup, repair, or earn additional credit toward early graduation.

RESOURCE

ALGEBRA 1 STUDY SKILLS

Full Year—Grades 9-12 (MC)

Fee: None

Prerequisite: IEP required

The main goal of Algebra is to develop fluency in working with linear equations. Students will extend their experiences with tables, graphs, and equations and solve linear equations and inequalities and systems of linear equations and inequalities. Students will extend their knowledge of the number system to include irrational numbers. Students will generate equivalent expressions and use formulas. Students will simplify polynomials and begin to study quadratic relationships. Students will use technology and models to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations. Students will analyze situations verbally, numerically, graphically, and symbolically. Students will apply mathematical skills and make meaningful connections to life's experiences. This class will be co-taught with a resource teacher and math teacher.

BIOLOGY STUDY SKILLS

Full Year—Grades 10-11 (MC)

Fee: None

Prerequisite: Admission to and requirements for this class will be based upon IEP.

Students will study the functions of atoms and molecules in the chemistry of cells, the structure and function of cells, and how cells function as a system. They will analyze how genetic information is passed from one cell to another and the significance and impact of genetic alteration on living organisms. Students will explore biological diversity; analyze characteristics of ecosystems and the interdependence of organisms with each other and with their environment. Hands-on, student-centered activities allow students to explore the diversity of life and the relevancy of biology in their lives. The state core curriculum will be followed and enhanced.

ENGLISH STUDY SKILLS

Full Year—Grade 9-12 (EC)

Fee: None

Prerequisite: Admission to and requirements for this class will be based upon IEP.

EARTH SYSTEMS STUDY SKILLS

Full Year—Grade 9-12 (SC)

Fee: None

Prerequisite: Admission to and requirements for this class will be based upon IEP.

Earth Systems is an integrated science course that focuses on the theme of “systems.” Topics from physical, earth, and life science are integrated to help students develop an understanding of interactions and interdependence within and between such earth systems as matter cycles, energy flows, and life webs. Hands-on inquiry-based instruction is used to help student's value science as a process for obtaining knowledge based on observable evidence.

GEOMETRY STUDY SKILLS

Full Year—Grades 9-12 (MC)

Fee: None

Prerequisite: IEP required

Students will explore geometry through inductive and deductive processes, technology, constructions, manipulatives, and algebraic

connections. Topics of investigation include logic, angle and line relationships, triangles and other polygons, congruence, and similarity. Students also study coordinate geometry. Trigonometric ratios of sine, cosine, and tangent are used to solve triangle problems. Students will use area, volume, geometric probability, and geometric relationships to solve real-life problems. While mathematical skills will be developed, teaching will focus on the understanding of concepts in depth, enabling students to apply mathematical skills and make meaningful connections to life's experiences. This class will be co-taught with a Resource teacher and Math teacher.

MATH STUDY SKILLS

Full Year—Grades 9-10 (MAp)

Fee: None

Prerequisite: Admission to and requirement for this class will be based upon IEP.

READING STUDY SKILLS

Full Year—Grades 9-12 (EAp)

Fee: None

Prerequisite: IEP required

Students will read a variety of materials and practice reading strategies. Fluency, comprehension, and other reading skills will be worked on to increase student reading levels.

WRITING STUDY SKILLS

Full Year—Grades 9-12 (EAp)

Fee: None

Prerequisite: IEP required

Students will write a variety of different types of essays, narratives, and expository pieces. Basic writing skills such as prewriting organization, sentence fluency, revision and editing will be worked on to increase student writing levels.

Support for Standards and Use of Data

Support for Standards and Use of Data

Summative assessments will be used at the end of programs of study to ensure students have achieved program objectives and goals.

AISU will utilize summative assessments to (1) evaluate the student's Personal Development Plan (and IEP if applicable); (2) determine the effectiveness of curriculum and instruction; and, (3) evaluate the effectiveness of the teaching and learning, which will benefit students for the long-term.

Discussion and Examples of Monitoring

AISU is fully committed to fully aligning the Program of Study to all Utah Common Core Curriculum requirements. The faculty and staff will undergo professional development in the area of standards, to facilitate communication with students and parents the objectives contained therein. Teacher evaluations will have components based on the appropriate integration of Utah Common Core Curriculum standards into their instructional practices.

Teachers will be provided with an understanding of AISU's student achievement goals, and will be encouraged to develop strategies to enhance the school's ability to meet those goals. Teacher's training and supervision will guide them in providing instruction and facilitating student learning aligned with the Utah Common Core Curriculum, and in helping students achieve subject mastery in meeting or exceeding the Utah Common Core Curriculum requirements.

Student data will be collected on a regular basis, as well as annually, through a variety of electronic and hard copy assessments. All of these assessments will facilitate the monitoring of student progress, and will provide ongoing measurement of the effectiveness of the school's curriculum and programs of instruction.

The following provides the current battery of state-mandated, as well as school-determined assessments, that will be administered annually, or as determined by the assessment publisher/producer and/or AISU staff:

DIBELS test will be administered at the required times of the year for 1st-3rd grade students.

Utah's Computer Adaptive Tests will be administered two to four times per year in Reading, Mathematics, Language Usage, and for Science on a more limited basis (dependent on test availability and policies adopted by USOE). These tests will serve a key role in data based decisions related to instruction, as well as to evaluate teacher and school performance.

Advanced Placement (AP) tests (\$87/test) will be administered in the spring.

ACT Test (\$34/test) will be administered in the spring to all 11th graders and older students who wish to take the test again to achieve a higher score.

PSAT (\$14/test) will be administered in the fall to all 10th graders. The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It's a standardized test that provides firsthand practice for the SAT[®]. It also gives you a chance to enter NMSC scholarship programs and gain access to college and career planning tools.

EXPLORE (\$6/test) will be given in the spring to all 9th graders. Students will be able to explore a broad range of options for their future. It prepares students not only for their high school coursework but for their post-high school choices as well.

PLAN (\$12) ACT's PLAN test will be given in the spring to all 10th-grade students, the PLAN test measures academic progress in high school. It is designed to improve students' preparation for education, training, and work after high school while they still have time to adjust their high school courses. PLAN has content similar to the ACT[®] test.

CLEP (\$77/test) will be administered at any time when a student is prepared to take the test, in consultation with their Teacher/Mentor, Counselor, and ILP.

CRT, Criterion-referenced Tests, will be given in the spring to all 3rd-11th graders in English Language Arts, Mathematics, and Science.

SAT, Scholastic Aptitude Test (\$49/test), will be given to 10th through 12th graders as they prepare for college or university admissions.

AISU reserves the right to include other tests and assessments as measurements regarding their instructional delivery and curricula, as necessary. AISU will also utilize informal measures to determine student performance and evaluate overall program and instructional effectiveness. Teachers will administer periodic tests in specific subjects regularly. Projects, reports and other assignments will offer more information for teachers to measure a student's proficiency as well as subject mastery.

The Utah State Office of Education's End-of-Level Assessment test will be given near the end of each school year. The Utah Common Core Curriculum, in conjunction with AISU-required courses, including any AP courses, will be used to insure that all students meet or exceed the appropriate grade level requirements. AISU will comply with all the requirements of U-Pass. Student Achievement Data from the State's Common Core assessments will be used to help evaluate the school's core curriculum and instructional methods, to determine effectiveness and alignment with the Utah Common Core curriculum. Where improvements are needed, professional development opportunities for teachers will be aligned to improvements needed, according to the analysis of data collected. The data collected and analyzed will help to identify individual student needs, student disaggregated data, and any achievement gaps indicated in any student subsets (i.e., special education, free and reduced lunch, etc.), and improvements needed in overall student achievement.

Director for Student Achievement (Data Manager)

Location: AISU, Murray, UT

Position Summary

The Director for Student Achievement is a Vice Principal level position responsible to oversee the effective collection, analysis, and use of data to optimize student achievement. This individual will facilitate training for all instructional staff in data based decision-making, and in the use of assessment data generated by AISU's assessment program. This individual will also be responsible for evaluating the effectiveness of the overall assessment program and recommend improvements as necessary. The Director of Student Achievement will have the opportunity to help design AISU's comprehensive assessment program, including a Learning-on-Track (LOT) student growth model and use of the NWEA Measures of Academic Performance.

Under the direction of AISU's principal, the Director of Student Achievement will work with state authorities assigned the responsibility to provide oversight to public charter schools in Utah; the USOE, Utah Board of Education and the AISU Charter School Board. This individual will work to assure that all state assessments are administered as required, and that all available data relevant to supporting student learning is made available in a useful manner.

The Director of Student Achievement will also serve as a liaison to AISU's technology partners.

Essential Responsibilities

Instructional Leader

The Director of Student Achievement reports to the AISU principal and works collaboratively and independently with all AISU staff, charter schools authorizer staff, and state staff. The data analyst must accomplish tasks utilizing people who are not line subordinates, some of who may work in charter schools or other governmental units. The primary work effort is focused on analyzing quality data associated with the performance management, the student achievement growth model, student information systems, instructional data management systems, charter authorizer systems, and the statewide data warehouse system. This position is responsible for providing liaison and communication with internal and external stakeholders on both technical and non-technical levels. The Director of Student Achievement presents studies and reports directly to stakeholders, including, but not limited to the AISU board members.

Analysis

The Director of Student Achievement is responsible for impeccable data analyses of student-level and school-level performance data. This position is responsible for executing complex analyses of data and explaining them in simple terms. The expected analyses will require extraction, transformation, and analysis of raw data for inclusion in reports and school evaluations. The data analyst must be able to recognize data issues and work with providers of data to resolve problems and implement data quality safeguards. The data analyst must become fully knowledgeable of all aspects of the Performance Management Framework (PMF) – a charter school evaluation model utilizing a point system based largely on student performance data -- and be able to train PCSB program managers on all aspects of the PMF point system.

Essential Skills and Experience

- Experience in applied statistics, including regression, uni-variate forecasting and value-added analysis
- Strong analytic skills
- Strong communication skills – written and verbal
- Ability to transform data from a variety of sources and formats into data acceptable for analysis software and spreadsheet analyses, as needed
- Experience in data analysis and problem solving with large amounts of data
- Experience using spreadsheets to conduct trend analyses
- Competence with statistical analysis programs (SAS, SPSS, STATA, or other)
- Ability to synthesize information from multiple resources
- Ability to understand the strengths, weaknesses, and limitations of given datasets or metrics
- Ability to present data graphically for a non-technical audience

Accountability

The Director for Student Achievement is responsible and accountable for validating data quality and consistency; and is accountable to AISU's principal for valid and reliable analyses.

Qualifications

- At least four years of increasingly responsible and increasingly complex data analysis experience. Additional years of related data experience are preferred from any field where the experience involved effective use of human relations skills in a technical and/or analytical environment. Experience with Java/JDBC, Oracle Designer and Oracle DBA desired.
- Bachelor's degree in a related field or discipline is required, or, a satisfactory equivalent combination of education, training, and experience relevant to the position. A master's degree is preferred.
- A candidate should possess attributes and abilities consistent with AISU's data analysis operating environment described above. Rather than delineate those preferred attributes and abilities here, during the interview process candidates will be asked to interpret from this job description the attributes and abilities that they believe are most important for the data analyst position; and to provide specific examples of use of those attributes and abilities from prior work experiences.

<i>Indicator-Student Achievement Level Goals</i>				
Measure	Metric	Board Goal 1st Year*	Board Goal 2nd Year*	Board Goal 3rd Year*
Progress score on UPASS	Attainment of minimum status composite score (school wide) on UPASS	180	190	200
High School Graduation Rate	Percentage of students graduating high school calculated using Utah's graduation rate formula	75%	80%	85%
College Entrance Exam Composite and Subtest Measures	Percentage of students reaching score predictive of college success by disaggregated groups	70%	75%	80%
College Entrance Exam Composite and Subtest Measures	Median score by disaggregated groups	22.0	22.5	23.0
Proficiency Levels on State Assessments by Subject	Percentage of students scoring at proficiency on CRT, by subject, by disaggregated groups	CRT-LA-75% CRT-Math-70% CRT-Sci-55%	LA-80% Math-76% Sci-60%	LA-85% Math-82% Sci-65%
Proficiency Level on Reading	Proficiency score on DIBELS next (3 rd Grade)	70%	75%	85%
Proficiency Levels on Math	Percentage of students scoring minimum Math proficiency (6 th Grade)	70%	74%	82%

*Guidelines will show current level of AISU with numbers comparable to resident school district averages, and the level AISU projects to reach annually through year three of operation.

10. School Closure Plan

Identification of Missed Targets

The AISU School Board believes that an orderly closure process (1) provides for continuity of instruction until the closure date, (2) identifies new school options for students, and (3) meets the school's financial, legal, and operational obligations to be in the best interest of all parties. As Utah requires a school closure plan, the AISU Board has adopted and modified recommendations provided by the Building Charter School Quality (BCSQ) which was a consortium of state charter associations working with the NAPCS, NACSA and CREDO.

This plan draws on several sources used by BCSQ:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. NACSA.
2. Colorado Charter School Institute Closure Project Plan.
3. *Charter Renewal*. Charter Schools Institute, The State University of New York.
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

Whenever a charter school closes, there are many tasks that must be completed. These tasks associated with the winding up of business will be difficult, but the AISU Board is committed to minimizing the negative impact of the closure on students, families and faculty/staff.

Tasks include the following:

1. Timing of closure – during or at the end of a school year.
2. Reasons for closure – for example, financial mismanagement, student performance, or lack of enrollment.
3. Charter school capacity – the extent to which the charter school can accomplish the tasks associated with closure.
4. Relationship of the parties – can the authorizer and the school work together cooperatively to close the school?
5. Expectation of closure – whether the authorizer and charter school expected and planned for the closure.

6. Appeals and legal action – the time period before a final decision is reached on closure.
7. Student reassignment – the availability of space, school options, and impact on school districts that will be receiving students.

Whether voluntary or involuntary, the authorizer's staff should meet with the charter school board and director immediately after the initial closure decision to determine who will send letters to the school districts that are materially affected and to the school's parents notifying them of the decision. Ideally, all parties will agree on the content of the letters. Additional letters should be sent to parents and school districts updating them about the timing and outcome of any appeals.

An end-of-year closure is almost always in the students' best academic and social interests; in addition, it simplifies the financial issues associated with the closure. In the event that the school is unable to operate until the end of the school year, the authorizer will need to consider whether its best interest is served by continuing to operate a school in the charter school facility until a smooth transition is possible.

Regardless of the specifics of the closure plan, there are three primary goals to be accomplished in the winding up of the school's affairs:

1. Providing educational services in accordance with the charter contract until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school's financial, legal and reporting obligations.

These goals should be given the highest priority during the closure process.

The authorizer and charter school should meet prior to the start of closure proceedings and agree which tasks will be necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The closure process has many tasks, which are illustrated in the chart below:

- 1) notification to affected school districts and families;
- 2) developing and monitoring the closure plan;
- 3) winding up the school's affairs in governance and operations, finance, and reporting;
and
- 4) dissolution.

The templates that follow include the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and dates of completion.

Student Transition

Notification and Initial Steps

Description of Required Actions	Responsible Party	Completion Date	Status
<p>Notify Parents / Guardians of Closure Decision</p> <p>Within one day of the authorizer’s decision to close the charter school, authorizer staff and charter staff/board collaborate to ensure that parents / guardians are notified regarding the closure decision. Such notification includes:</p> <ol style="list-style-type: none"> 1. If applicable, an explanation of the process for an appeal to the Utah State Board of Education and possible litigation including the implications for families. 2. Assurance that instruction will continue through the end of the school year or the date when instruction will cease. 3. Assurance that after a final decision is reached, parents/students will be assisted in the reassignment process. 4. FAQ about the charter closure process. 5. Contact information for parents/guardians with questions. 			
<p>Notify School Districts Materially Impacted</p> <p>Within two days of the authorizer’s decision to close the charter school, notify districts materially impacted by the closure decision, including:</p> <ol style="list-style-type: none"> 1. Possible appeals and timeline for final decision. 2. Copy of the letter sent to parents. 3. Closure FAQ. 4. Information about the plan being developed to ensure an orderly closure process. 5. Contact information for questions. 			
<p>Review Budget</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. 2. Emphasize the legal requirement to limit expenditures to only those in the approved budget, while delaying approved expenditures that might no longer be necessary until a revised budget is approved. 			

<p>3. Acknowledge that there are unique expenditures associated with closure for both the authorizer and school and that the parties will meet to identify these expenditures and funding sources.</p> <p>4. Ensure that the school continues to collect revenues included in the school's budget, if applicable.</p>			
<p>Meet with Charter School Faculty and Staff Principal and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, the status of appeals/legal action and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Discuss plans for helping students find new schools. 4. Identify date when last salary check will be issued, when benefits terminate, and last day of work. 5. Describe assistance, if any, which will be provided to faculty and staff to find new positions. 			
<p>Send Additional and Final Notifications Notify parents and affected school districts in writing when the closure decision is final. In the letter to parents after the closure decision is final, include:</p> <ol style="list-style-type: none"> 1. The last day of instruction. 2. Any end-of-the-year activities that are planned to make the transition easier for parents and students. 3. Assistance that will be provided to families in identifying new schools. This may include a list of school options, individual meetings with families, and prospective school visitations. 			

Develop/Monitor Implementation of the Closure Plan

Description of Required Actions	Responsible Party	Completion Date	Status
Establish Transition Team, Develop Closure Plan, and Assign Roles Transition team includes: 1. Lead person from authorizer staff. 2. Charter school board chair. 3. Lead administrator from the charter school. 4. Lead finance person from the charter school. Develop plan, exchange contact information and assign roles.			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: 1. Reassignment of students. 2. Return or distribution of assets. 3. Transfer of student records. 4. Notification to entities doing business with the school. 5. The status of the school's finances. 6. Submission of all required reports and data to the authorizer and/or state.			
Submit Final Report Submit a final report to the authorizer detailing completion of the closure plan.			

Finalize School Affairs: Governance and Operations

Description of Required Actions	Responsible Party	Completion Date	Status
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.			
Notify Commercial Lenders / Bond Holders			

<p>Within ten days after the final decision on the charter school closure and after all appeals have been exhausted, notify banks, bond holders, etc., of the school's closure and a likely date as to when an event of default will occur as well as the projected date of the last payment by the school toward its debt.</p>			
<p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or when the charter contract expires.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. 3. The school and the management company agree when other services including business services will end. 			
<p>Protect School Assets</p> <p>Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility and vehicles, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 			
<p>Maintain Corporate Records</p> <p>Maintain all corporate records related to:</p> <ol style="list-style-type: none"> 1. Loans, bonds, mortgages and other financing. 2. Contracts. 3. Leases. 4. Assets and asset distribution. 5. Grants -- records relating to federal grants must be kept in accordance with federal and state law. 6. Governance (minutes, bylaws, policies). 			

7. Employees (background checks, personnel files).			
8. Accounting/audit, taxes and tax status, etc.			
9. Personnel.			
10. Employee benefit programs and benefits.			
11. Any other items listed in the closure plan.			
12. Where records will be stored after dissolution			

Employee Transition

Notification and Initial Steps

Description of Required Actions	Responsible Party	Completion Date	Status
<p>Notify Parents / Guardians of Closure Decision</p> <p>Within one day of the authorizer's decision to close the charter school, authorizer staff and charter staff/board collaborate to ensure that parents / guardians are notified regarding the closure decision. Such notification includes:</p> <ol style="list-style-type: none"> 1. If applicable, an explanation of the process for an appeal to the Utah State Board of Education and possible litigation including the implications for families. 2. Assurance that instruction will continue through the end of the school year or the date when instruction will cease. 3. Assurance that after a final decision is reached, parents/students will be assisted in the reassignment process. 4. FAQ about the charter closure process. 5. Contact information for parents/guardians with questions. 			
<p>Notify School Districts Materially Impacted</p> <p>Within two days of the authorizer's decision to close the charter school, notify districts materially impacted by the closure decision, including:</p> <ol style="list-style-type: none"> 1. Possible appeals and timeline for final decision. 2. Copy of the letter sent to parents. 3. Closure FAQ. 4. Information about the plan being developed to ensure an orderly closure process. 5. Contact information for questions. 			

<p>Review Budget</p> <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. 2. Emphasize the legal requirement to limit expenditures to only those in the approved budget, while delaying approved expenditures that might no longer be necessary until a revised budget is approved. 3. Acknowledge that there are unique expenditures associated with closure for both the authorizer and school and that the parties will meet to identify these expenditures and funding sources. 4. Ensure that the school continues to collect revenues included in the school's budget, if applicable. 			
<p>Meet with Charter School Faculty and Staff</p> <p>Principal and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, the status of appeals/legal action and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Discuss plans for helping students find new schools. 4. Identify date when last salary check will be issued, when benefits terminate, and last day of work. 5. Describe assistance, if any, which will be provided to faculty and staff to find new positions. 			
<p>Send Additional and Final Notifications</p> <p>Notify parents and affected school districts in writing when the closure decision is final. In the letter to parents after the closure decision is final, include:</p> <ol style="list-style-type: none"> 1. The last day of instruction. 2. Any end-of-the-year activities that are planned to make the transition easier for parents and students. 3. Assistance that will be provided to families in identifying new schools. This may include a list of school options, individual meetings with families, and prospective school visitations. 			

Develop/Monitor Implementation of the Closure Plan

Description of Required Actions	Responsible Party	Completion Date	Status
Establish Transition Team, Develop Closure Plan, and Assign Roles Transition team includes: 1. Lead person from authorizer staff. 2. Charter school board chair. 3. Lead administrator from the charter school. 4. Lead finance person from the charter school. Develop plan, exchange contact information and assign roles.			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: 1. Reassignment of students. 2. Return or distribution of assets. 3. Transfer of student records. 4. Notification to entities doing business with the school. 5. The status of the school's finances. 6. Submission of all required reports and data to the authorizer and/or state.			
Submit Final Report Submit a final report to the authorizer detailing completion of the closure plan.			

Finalize School Affairs: Governance and Operations

Description of Required Actions	Responsible Party	Completion Date	Status
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.			
Notify Commercial Lenders / Bond Holders			

<p>Within 10 days after the final decision on the charter school closure and after all appeals have been exhausted, notify banks, bond holders, etc., of the school's closure and a likely date as to when an event of default will occur as well as the projected date of the last payment by the school toward its debt.</p>			
<p>Terminate EMO /CMO Agreement (if applicable)</p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or when the charter contract expires.</p> <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. 3. The school and the management company agree when other services including business services will end. 			
<p>Protect School Assets</p> <p>Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility and vehicles, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 			
<p>Maintain Corporate Records</p> <p>Maintain all corporate records related to:</p> <ol style="list-style-type: none"> 1. Loans, bonds, mortgages and other financing. 2. Contracts. 3. Leases. 4. Assets and asset distribution. 5. Grants -- records relating to federal grants must be kept in accordance with federal and state law. 6. Governance (minutes, bylaws, policies). 			

7. Employees (background checks, personnel files).			
8. Accounting/audit, taxes and tax status, etc.			
9. Personnel.			
10. Employee benefit programs and benefits.			
11. Any other items listed in the closure plan.			
Determine where records will be stored after dissolution.			

11. Dismissal Procedures and Suspension/Expulsion

Dismissal

Any of the following student behaviors are grounds for disciplinary action, which may lead to dismissal of the student by the governing board.

1. The illegal use, possession, or sale of controlled substances by any student while the student is on school property or in attendance at a school function.
2. Possession of a firearm, a knife, a weapon, or an item that may be used as a weapon by any student while the student is on school property or in attendance at a school function.
3. Violence against any school personnel or another student.
4. Sexual harassment.
5. Vandalism (theft, defacing, misuse of school property)

Suspension/Expulsion

Suspension of Students

An administrator may suspend a student for up to three days for the following reasons:

1. The student's behavior disrupts normal school proceedings sufficiently that it hampers the right of other students to learn.
2. The student willfully and knowingly destroys school property or threatens to do so.
3. The student physically injures or threatens to injure himself/herself or others.

Due Process

Public schools are bound by both procedural and substantive due process when a suspension becomes necessary. Any suspension should also be reasonably expected to help correct the problem for which it was necessary. Suspended students must remain on the school's membership rolls, and they must be counted as absent during the period of their suspension.

1. Procedural Due Process:

a. Notice: The student must have had reasonable opportunity to know the expectations for acceptable conduct in the school.

b. Hearing: Parents/guardians must be notified immediately of the suspension. The student and parent/guardian have a right to explain what occurred, as they perceived it.

2. Substantive Due Process:

Disciplinary actions imposed by school officials will not be arbitrary, capricious, or unfair.

Suspension for More than Three Days

The AISU Disciplinary committee must authorize suspension of a student for longer than a three-day period. If a student is to be suspended he/she is entitled to the following rights of due process:

1. The student must have had reasonable opportunity to be informed of the rules and policies of the school.
2. The student must be advised of the violations against him/her that may be the basis for suspension and be given an opportunity to explain his/her version of the incident and respond to the allegations.
3. The parent/guardian of the suspended student must be given prompt written or verbal notice of the suspension and the reason for the action.

During the period of suspension the school shall maintain the student on its membership rolls and count him/her as absent. The school shall also make provisions for homework to be provided during the period of suspension. If a student is suspended on a Safe School Referral, the services offered to the student are different than when they are suspended for other reasons. The student suspended on a Safe School Violation is suspended from **all** services and activities, including receiving homework, until the Safe School Screening Committee processes the referral.

Expulsion from the school may result when a student has engaged in very serious or extreme behaviors. An expulsion for a minimum period of one calendar year may be imposed for any student who brings a firearm to school or is in possession of a firearm at the school or any school activity.

Note: AISU will adopt and adhere to procedural safeguards to protect the rights of students with special needs, specifically those who have or would qualify for IEPs.

12. Complaints

Policy

American International will maintain learning and working environment free of distractions from the academic efforts of our students, as well as an environment free of discrimination of any kind. The school prohibits discrimination on the basis of disability, gender, race, national origin, religion or age. AISU is committed to the ongoing development of open communication and constant improvement. This policy provides procedures whereby persons may file a complaint with regards to inappropriate treatment, discrimination, harassment or any subject that hinders the fullest and most open communication between all constituents and that does not support the effort that encourages constant improvement within the school and all constituents. It also provides procedures the school will follow in investigating and resolving complaints.

General Provisions

1. Complainant and Respondent Right to Records
 - a. A complainant or respondent may request access to information and records in the possession of the school, which bear upon the validity of the grievance. Records must be requested with reasonable specificity.
 - b. If obtaining the information requires unreasonable interference with other school duties and responsibilities or unreasonable school expenditures, the school may require that the requesting party pay the school reasonable fees for actual costs incurred in procuring and duplicating the records.
 - c. The school is not required to create a record in response to a request.
 - d. Information in requested records about subjects or persons not relevant to the complaint or which is otherwise private, controlled, or protected shall be expunged from the record.
2. Both the complainant and the respondent have the right to be assisted by knowledgeable persons, organizations, or groups of their selection at their own expense, at any point during the initiation, filing, or hearing of the complaint. The school shall, upon request, provide assistance to the complainant or respondent in understanding rights and obligations under this policy and other pertinent school, state, or federal regulations, policies, or other related materials.
3. The school will strive to respect the confidentiality of the complainant and respondent, consistent with legal obligations and the necessity to take appropriate corrective action.
4. Good faith submission of complaints will not adversely affect the complainant's future employment, grades, work assignments, or volunteer opportunities. However, malicious or frivolous complaints may subject a complainant to ,. The school will

discipline any individual who retaliates against any person who files a complaint or who testifies, assists, or participates in a proceeding or hearing relating to a complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

5. Complaint records shall be kept by the school administration for a period no less than three years. Records shall include the names and positions of complainants and respondents, dates of filing and resolution, specific allegations and answers, levels of hearings and hearing officers, a statement of final resolution, and details of corrective action. Such records shall be protected under Utah Code 63-2-304. Any complainant or respondent may, at personal expense, make a voice recording of any hearing.
6. Costs involved in the administration of the policy shall be borne by the school.
7. This policy shall be delivered to each patron of the school annually. It shall also be posted in the front office of the school.

Timeframe

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Note: AISU will adopt and adhere to procedural safeguards to protect the rights of students with special needs, specifically those who have or would qualify for IEPs.

13. Parental Involvement

Opportunities

AISU's hybrid/flex model is designed to increase substantive parental involvement in the learning process. At AISU, each child will have a Personal Development Plan that is developed jointly by students, parents, and teachers. Parents will thus play a key role in defining the educational experience of their children, and they will be encouraged to be active participants in supporting, facilitating, and enriching their children's learning activities.

Parents or guardians significantly impact student learning, regardless of socioeconomic status, ethnic or racial background, or parents' education level. Research shows that the most accurate predictor of student academic achievement is the degree to which families encourage learning; communicate high, achievable expectations to children; and become involved in their children's education. This involvement also contributes to higher rates of homework/assignment completion, lower rates of student violence and substance abuse, fewer special education placements, higher graduation rates, and higher rates of enrollment in and completion of higher education efforts. Finally, involvement also impacts higher teacher morale, higher student achievement, and better academic reputations (Henderson, 1994).

A school's promotion of genuine involvement is more important than a family's income, educational level, race, or previous experience volunteering in a school in predicting whether a parent becomes involved (Dauber & Epstein, 1993).

While the focus of AISU's efforts to encourage parental participation is on increasing engagement in their children's education, there are other opportunities to serve. These may include the following:

1. Serving on the Board (though the AISU board will be a professional board rather than a parent-run board, interested parents may apply to be on the board);
2. Serving on the School Land Trust Council;
3. Leadership or service on standing or special committees; and
4. Serving as an advisor or assistant for various co-curricular or extra-curricular programs.

Notification

In our era of instant messaging and the Internet, the school is committed to using every means necessary to get the word out to parents regarding all opportunities. A regularly updated website and a monthly electronic newsletter will provide the foundation for all communications from the school to home. In addition, periodic emails and notices at the school's community board will provide ample notice of opportunities available.

In addition to regular communication between teachers and parents regarding student progress, teachers will also include parents as stakeholders when it comes to special projects or study trips that require extra help.

Volunteering

The school is very committed to establishing meaningful ways for parents and guardians to be involved in the school in an ongoing effort to create a true learning community. The school's flexible structure will make it easier to utilize the talents of parents and guardians. The following are examples of some of the ways parents and guardians will be encouraged to volunteer:

1. Assisting in the school or in classrooms (e.g., tutoring, teacher prep support)
2. Athletics or activities booster
3. Participating in special events
4. Parent/Teacher/Student conferences
5. Teacher appreciation activities
6. Fundraising activities
7. Serving as an AISU Ambassador at work and in the wider community
8. Offering classes and workshops to students and families within the school community

14. Employees

AISU is committed to providing students with an excellent educational experience that utilizes the finest talents in administration, teaching and essential services provided by qualified staff and volunteers.

Administrators

AISU Administrative Team: Positions and Job Descriptions	
Principal/ Director	The principal/director has primary responsibility for directing the schools resources so as to fulfill its mission and realize its vision. This individual is the lead administrator ultimately responsible for the school's operation, providing instruction where and when needed and implementing the governing board's policies and directives to faculty, staff, students and community in a fair and appropriate manner.
Assistant Principal, Director of Student Achievement	The Assistant Principal/Director of Student Achievement works under the direction of the principal, and is the schools lead data manager responsible for maximizing the value of assessment data to effectively focus instructional efforts on improving student achievement. Also responsible for coordinating professional development for instructional staff and serving as the primary administrative liaison for Special Education. This individual will also serve as the liaison for the school's technology service providers.
Assistant Principal, Student Affairs	The Assistant Principal for Student Affairs will oversee all co-curricular and extra-curricular programs, student counseling, issues related to student life, and student discipline. (This position will be added in year 2.)
Business Manager	The Business Manager is responsible for the financial operations of the school, as well as for assuring the school is in compliance with all state reporting requirements.
Administrative Support Staff	A team of school secretaries and administrative assistants will help manage the administrative functions related to student records, attendance, etc.

Qualifications for Principal/Director

- Minimum of five years of teaching and/or school administrative experience, with preference given for individuals with administrative or management experience.
- Utah educator license, with administrative endorsement preferred
- Advanced degree preferred
- Excellent communication skills, both oral and written

- Entrepreneurial mindset, demonstrated ability to work well in a fast-paced environment
- Technologically proficient
- Experience with data-based decision-making preferred
- Customer-focused approach
- Able to motivate administrative team, teachers and students to strive to fulfill the school's mission

Qualifications for Assistant Principal / Director for Student Achievement

- Minimum of five years of teaching and/or school administrative experience, with preference given for individuals with administrative or management experience.
- Utah educator license, with administrative endorsement preferred
- Advanced degree preferred
- Excellent communication skills, both oral and written
- Entrepreneurial mindset, demonstrated ability to work well in a fast-paced environment
- Technologically proficient
- Significant experience with data-based decision-making, and student assessment
- Customer-focused approach
- Demonstrated effectiveness in leading and supporting teachers

Qualifications for Assistant Principal, Student Affairs

- Minimum of three years of teaching and/or school administrative experience
- Utah educator license, with administrative endorsement preferred
- Advanced degree preferred
- Excellent communication skills, both oral and written
- Entrepreneurial mindset, demonstrated ability to work well in a fast-paced environment
- Demonstrated effectiveness relative to student discipline
- Customer-focused approach
- Demonstrated ability to manage people, preference given to individuals with coaching experience

Qualifications for Business Manager

- Minimum of three years of relevant work experience, including charter school or site-based school accounting, preferably with experience in Utah

- Strong accounting academic training, preferably with a CPA
- Experience working with charter school compliance issues in Utah, or with state regulators and independent auditors
- Excellent communication skills, both oral and written
- Management experience is preferred

Teachers

AISU will hire teachers who understand and will contribute to the mission and vision of AISU, and who meet state licensure requirements and possess specific skill sets and personality traits that lead to student success. Specific qualifications include:

- Appropriate Utah teaching license and endorsements or be in the process of obtaining certification, including those eligible for the Utah State Office of Education's Alternative Routes to Licensure (ARL) program.
- Certification showing qualifications to teach assigned grades and subjects
- Knowledge/experience using standards-based curriculum, utilizing creative approaches
- Strong technology skills, demonstrated capacity to use technology to enhance student learning
- Team player with personal integrity
- Positive attitude and love for children from differing cultures and ethnic diversities
- Successful teaching experience and love of personal learning
- Knowledge and application of pedagogy
- Understanding of motivational teaching strategies and experiential unit designs
- Ability to utilize student assessment to inform instructional efforts for individual students and groups of students
- Excellent communication and collaboration skills with children, parents, peer teachers and community

Teachers' qualifications will match the No Child Left Behind (NCLB) requirements of content expertise for the position. Specialized teachers, including art, music, P.E., and special education, require specific endorsements for their teaching assignments as outlined in [R277-520](#). (If assigned to a highly qualified assignment falling under NCLB, teachers must meet [R277-510](#)). AISU will provide licensure requirement support for every teacher. Teachers with fewer than three years of successful experience as a licensed teacher will complete the USOE Entry Years Enhancement (EYE) requirements by the end of his/her third year of teaching. At least one teacher on staff will have certification in special education, with a minimum of three years experience as a Special Educator. AISU will likely have a team of Special Educators on staff, and will contract out with service provider to complement the school's staff as necessary.

Special Education Teacher/Coordinator: AISU's Special Education Coordinator will hold necessary credentials to oversee all curriculum and instruction modifications for students with special needs and coordinate the school's IEP process. Qualifications include:

- Excellent communication skills
- Knowledge of federal and state laws, regulations and rules, including IDEA 2004 and Utah Special Rules is required
- Certified in one or more special needs area
- Strong people skills
- Ability to locate specialized providers needed, for services identified in IEP's.
- Technologically proficient
- Organization skills to implement paperwork and other documentation for IEP's
- State testing and adaptation abilities

Substitute Teachers: Substitute teachers at AISU will be required to meet the same requirements as for regular teachers, i.e., they must have a teacher's license; however, they can teach outside of their particular area of certification (e.g., an elementary teachers could substitute at the secondary level).

Paraprofessionals

AISU will hire sufficient paraprofessionals to provide individual or small group assistance or tutoring to students under the direct supervision of a licensed teacher, and trained to administer UALPA and QIA assessments. Paraprofessionals will meet the following qualifications R277-524:

- Hold a secondary school diploma or a recognized equivalent
- Completed at least two years (minimum of 48 semester hours) at an accredited higher education institution; or, obtained an associates (or higher) degree from an accredited institution of higher learning
- Obtain criminal background check

Paraprofessionals will assist with classroom organization and management including, but not limited to:

- Organize instructional or other materials
- Provide assistance in computer laboratories
- Conduct parental involvement activities
- Provide support in library or media centers

- Act as translator
- Provide supervision for students in non-instructional settings (recess)

AISU paraprofessionals will be required to receive ongoing training and professional development for paraprofessionals. This will include attending the annual state paraprofessional conference as well as in-house training using the book *Paraprofessionals in the Classroom* by Betty Ashbaker. Some of the training will be for the teachers on how to best use their paraprofessionals. Paraprofessionals will also be invited to attend many of the professional development trainings that teachers receive. Title I funds can be used to help support their training.

Background Checks

Any employee or volunteer who will have significant unsupervised time with students (including teachers, paraprofessionals, staff members, board members, volunteers, etc.) must submit to a criminal background check consistent with [R277-516-4](#). Copies of the background check forms and results will be stored in the school office under the supervision of the office staff. The building will be designed so that the office staff will be able to monitor all incoming and outgoing visitors. All visitors will wear a prominent visitor's badge unless they have a background check form on file in the school office. The Assistant Principal for Student Affairs will review all background checks at the beginning of each year to keep them current. A summary of the status of the background checks will be reported to the principal/director.

Job Descriptions

Job descriptions have been included with qualifications in the Administrator, Teacher, and Paraprofessional sections above.

Evaluations

American International School of Utah's Board will adopt a staff evaluation process, in consultation with the principal and teachers, based on best practices across the nation. At the beginning of each school year and no later than thirty days after school starts, a member of the administrative team will work with each teacher to develop an individualized evaluation plan, containing individualized goals, with measurable objectives.

Teachers will be evaluated by a member of the administrative team using data, which allows for both detailed observation of educator practice and specific, objective assessment of student performance. Data may include student performance on required and teacher determined assessments, student and staff attendance, complaints received, as well as other data determined by the administrative team and the teacher, as appropriate. Each teacher will have one major annual evaluation as well as up to two other evaluations during the year, and will be encouraged to engage in self-reflection on their evaluation plan. The school will provide coaching and

administrative intervention as needed. AISU's Board may choose to increase responsibility and financial incentive for successful teachers.

AISU employees who do not meet the standards and expectations may be given the opportunity to improve performance and/or conduct the disciplinary process where appropriate, given the circumstances. The nature of the discipline used, up to and including immediate termination of employment will depend upon the conduct of the employee and the relevant circumstances. It is not a guarantee of continued employment when an employee is placed on an improvement plan as part of the disciplinary process. Employees are expected to meet their performance expectations daily.

Each teacher on Level 1 will be assigned a trained mentor, as defined by [R277-522](#). These teachers will collaborate with a trained mentor, pass a required pedagogical exam, complete three years of employment and evaluation, and compile a working portfolio by the end of their third year of teaching. The principal or assistant principal will offer study courses for the pedagogical exams, provide ample and regular formative assessments to improve teacher effectiveness, and arrange for professional development time for EYE teachers to compile their portfolio, including review of materials and critique regarding quality and appropriateness of selected materials. Teachers will be recommended to the Utah State Board of Education who have been approved by AISU upon successful completion of the requirements of R277-520 to receive Level 2 licensure, including documentation demonstrating completing of the enhancements [R277-502](#).

Teachers who do not meet the requirements or suggestions, will be provided remediation, notice of warning or reprimand, criteria for dismissal, as found in UCA 53A-10), and meet the requirements for Entry Years Enhancement (EYE).

Relatives

No individual shall be employed at the school or within departments or involved in programs that will result in the existence of a subordinate-superior relationship between such individual and any relative of such individual through any line of authority. This standard does not apply to the temporary or part-time employment of children under age 25, nor where a relative is at least one level of supervision removed from such individual in any line of authority. Exceptions may be approved by the Board through the hiring committee as being clearly in the best interest of the school.

Terms and Conditions of Employment

AISU believes that no school is better than its teachers and staff. In order to create a transformative model for education in the 21st century, AISU will strive to recruit and retain teachers of the highest caliber. We hope teachers develop a sense of ownership in the school and work hard to help the school realize its vision. The school will promote a strong sense of *esprit de corps* among its employees.

The general terms and conditions of employment at AISU are provided below.

Equal Opportunity Workplace: AISU is an equal opportunity employer. All employment decisions are made without regard to age, race, color, religion, sex, national origin, physical or mental disability, sexual orientation, marital status, veteran status, or any other basis prohibited by federal, state, or local law. This policy applies to all of the terms and conditions of employment, including, but not limited to, hiring, compensation, transfer, promotion, leave of absence benefits, and termination.

Accommodation of Disabilities: AISU will conform to the requirements and regulations of the Americans with Disabilities Act of 1990, as amended, the Rehabilitation Act of 1973, and all applicable state and local laws. Qualified individuals with disabilities may be entitled to reasonable accommodation in the workplace. Employees should communicate that information in writing to the principal/director. AISU will attempt to work with such employees to accommodate their needs, as well as the school's work requirements. Any employee with questions regarding the application of these laws to an individual situation may discuss them confidentially with the principal/director. Any information regarding a disability will be kept confidential to the extent possible.

Harassment-Free Workplace: It is AISU's policy to provide a workplace free of harassment or intimidation based on age, race, color, religion, sex, national origin, physical or mental disability, sexual orientation, marital status, veteran status, or any other category protected by federal, state, or local law. AISU does not tolerate harassment or hostile actions in the workplace and takes prompt action to correct any such situation. Any employee who violates this policy will be subject to disciplinary action, up to and including termination.

Recruitment and Hiring

The AISU Board of Trustees will make hiring decisions for administrators, with the principal/director assisting in the screening and selection process for assistant principals and the business manager. The principal/director, within guidelines and budget parameters established by the Board, will make all other hiring decisions, subject to final approval of the board. General guidelines for recruitment and hiring of employees at AISU are provided below.

At-Will Employment: The laws in the state of Utah govern all employment. Either the employee or the employer can terminate employment at any time, for any reason, with or without notice. No representative or agent of the employer, other than the board president, and by written mutual agreement, can authorize or sign an employment agreement contrary to the above terms and otherwise make any binding offer of employment for a specific term. To be effective, any agreement altering the terms and provisions of this policy must be in writing and signed by the president of the AISU Board of Trustees.

Termination Processes and Procedures

AISU will strive to maintain continuity during an academic year, and will strive to provide the assistance necessary for teachers and other staff to be successful in their roles. However, when a

termination of employment is necessary, AISU will work to minimize the disruption this may cause to student learning or to effective school operations.

Notice and Severance: AISU requests that employees who plan to resign notify their manager in writing at least two working weeks prior to their last day. For those employees in a supervisory capacity, three weeks of notice is requested. Vacation and other forms of leave are not to be used during the notice period. The purpose for advance notice is to provide for a successful transition of the employee's duties in a professional manner. Employees who are considered at risk for accessing confidential information during the notice period may have their duties adjusted during this time period or may be requested to work at home or may be excused from their work responsibilities. In this case, the employee will continue to receive his or her regularly scheduled pay. The right to work through the end of a notice period is at the discretion of the employer. Employees who do not perform their assigned responsibilities in a professional manner may have their notice period unilaterally shortened by the employer.

Last Pay and Payment of Leave: Employees who resign or are terminated will be paid through the last day worked, including any overtime worked. Employees will be paid for unused vacation leave according to the terms of the vacation policy. An employee is considered to have terminated employment as of the last day worked, for all pay and benefits purposes. Medical, dental, and vision benefits end on the last day of the month in which the employee has terminated employment. Employees may continue such coverage at their expense through COBRA.

Exit Interviews: In cases where an employee voluntarily leaves the school's employ, AISU will seek to engage the employee in an exit interview to better understand the reasons for leaving and any impressions or opinions the employee may have about the organization that may help the school improve the working conditions for its employees.

15. Services

Administrative

AISU will provide the full range of administrative services. These will be provided by AISU's core administrative team, as well as by select teachers who are asked to assume leadership roles. AISU may contract with an Education Service Provider to provide some of these functions. The AISU principal/director is ultimately responsible for making sure that all of these functions are provided in an effective manner. Administrative services that will be provided by AISU include the following:

Instructional Leadership: The principal/director will take the lead in this regard, followed by the Assistant Principal / Director for Student Achievement (AP/DSA). Teachers serving as team leaders will also help provide this service.

Curriculum Consulting: The principal/director and AP/DSA along with teacher team leaders will also serve in this capacity, along with other teachers identified with strengths in particular areas.

Supervision and Improvement of Instruction: The AP/DSA will take the lead in providing these services, along with the principal/director and teacher leaders.

Interpretation of Student and School Progress and Performance: This is central to the job responsibilities of the AP/Director for Student Achievement (also the Data Manager).

Community Relations: The principal/director will have primary responsibilities in this regard, though this will be given emphasis as a responsibility for every employee.

Staff Professional Development: The AP/DSA will work collaboratively with teacher team leaders to plan and execute comprehensive professional development to address school needs and priorities.

Counseling: The school will maintain a counseling staff, with a ratio of 350 students per counselor.

Employment Issues: The business manager will be responsible for issues related to human resources. The principal/director will oversee all hiring and termination decisions.

Discipline: Responsibilities for student discipline will rest primarily with the teachers. However, the Assistant Principal for Student Affairs will oversee student discipline issues beginning in the school's second year. During the first year, these responsibilities will be shared by select members of the teaching staff will be given reduced teaching loads.

Student Placement: The school's counselors, in conjunction with teachers will perform this function.

Operation and Maintenance of the School Plant: A significant portion of these services will be provided by the landlord and included with the lease. However, the school will contract out for facility-related services that are the school's responsibility.

Management of School Equipment and Supplies: Teacher team leaders and other members of the instructional staff, under the direction of the principal/director will share these responsibilities.

Preparation and Completion of Federal and State Reports: The business manager will have primary responsibility for state and federal reports, with assistance from the AP/DSA.

Assistance and Support to Teachers: The entire administrative team will work to provide assistance and support to teachers, with the AP/DSA having primary responsibility.

Budget

All of the staff and resources required to provide the services outlined in this section are included in the AISU operating budgets described in the Detailed Business Plan section, and provided in Appendix B.

Library Plan

The AISU budget provides for a full-time, certified librarian beginning with the school's first year. The school will stay abreast of changes in accreditation requirements in light of expanded access to digital books and media, and will meet all accreditation requirements relative to libraries. An initial collection that will cost \$25,000 will be included with the FF&E allotment in AISU's lease agreement, and the school will seek donations and grants to enhance the resources available in the school's library. An additional \$7,500 is provided for library books, periodicals, and audio-visual materials in the school's operating budget for year one. The additional investment for library materials increases to \$15,600 in year two. The school's facility has a wonderful space to house the library.

A major objective for the library/media center, even in our technological age, will be to foster a love of reading. A second major objective will be to foster students' curiosity and support their efforts to find answers to their questions—mostly through online resources. The media center personnel will also help provide materials for teachers, supporting both on-site and online curriculum development and delivery.

By the end of the school's third year, our goal will be to maintain a minimum of 12,500 volumes.

Technology Plan

Just a few years ago, a school desiring to implement a hybrid program such as that proposed for AISU, an enormous amount of money would be devoted to computers. This is no longer necessary, and by AISU's scheduled opening in fall 2012, it will be even less so.

AISU's campus will have fiber-optic connectivity. Bandwidth will not be a limiting factor. Rather than devote significant resources to computers, AISU will devote a significant share of its technology budget to building and maintaining a powerful infrastructure to support teaching and learning. This will include servers, systems, and software that will support teachers and students through a robust wireless network. The FF&E associated with the building lease will provide Smart Boards (or an equivalent) in nearly every classroom. Finally, the school will have access to a proprietary program that will serve as AISU's primary platform for developing and delivering curriculum. This program includes a powerful analytics engine to help monitor student learning, and facilitating immediate adjustments tailored to individual students' needs.

The school's program will operate on Windows, Apple, and Android devices—most any device that students want to use. AISU will encourage students to provide their own laptop computer, iPad/tablet or other device. The school will have a variety of devices that will be available for long-term loan to students who qualify for free or reduced lunch. Additionally, a number of desktop computers will be placed around the building, and a limited number of mobile devices and laptops will be available for short-term loan. This strategy will enable the school to significantly leverage its technology funds.

We are committed to creating a “one-to-one” environment in which every student has at least one device with which to engage in technology-facilitated instruction. We fully anticipate that most students will switch between a variety of user-interface platforms during a typical school day—and that most of these devices will be their own property—not the school's.

Budget Allocations: AISU has budgeted \$110,000 during its planning year toward technology, with an additional \$10,000 for instructional technology during year one. An additional \$100,000 is budgeted in year two, and \$150,000 in year three.

AISU is confident that it can provide the technological infrastructure that it needs to effectively deliver its blended learning program.

The AISU Acceptable Use Policy is provided on the following page.

The required Technology Plan template follows.

AISU Acceptable Use Policy

ACCEPTABLE USE POLICY

INFORMATION TECHNOLOGY RESOURCES AT AISU

AISU's information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources:

Students must

- Respect and protect the privacy of others.
 - Use only assigned accounts.
 - Not view, use, or copy passwords, data, or networks to which they are not authorized.
 - Not distribute private information about others or themselves.
- Respect and protect the integrity, availability, and security of all electronic resources.
 - Observe all network security practices, as posted.
 - Report security risks or violations to a teacher or network administrator.
 - Not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner.
 - Conserve, protect, and share these resources with other students and Internet users.
- Respect and protect the intellectual property of others.
 - Not infringe copyrights (no making illegal copies of music, games, or movies!).
 - Not plagiarize.
- Respect and practice the principles of community.
 - Communicate only in ways that are kind and respectful.
 - Report threatening or discomforting materials to a teacher.
 - Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
 - Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
 - Not use the resources to further other acts that are criminal or violate the school's code of conduct.
 - Not send spam, chain letters, or other mass unsolicited mailings.
 - Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

Students may, if in accord with the policy above

1. Design and post web pages and other material from school resources.
2. Use direct communications such as IRC, online chat, or instant messaging with a teacher's permission.
3. Install or download software, if also in conformity with laws and licenses, and under the supervision of a teacher.
4. Use the resources for any educational purpose.

Consequences for Violation. Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

Supervision and Monitoring. School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

AISU Technology Plan Template

Charter School	American International School of Utah
Date	
Principal/Director	
Technology Coordinator	

1) What is your school's Technology Plan vision statement? Include clear goals and realistic strategies for using telecommunications and information technology to improve education (i.e., student performance, library services, CBT, assessment, etc.)

AISU is committed to creating a “one-to-one” environment in which every student has at least one device with which to engage in technology-facilitated instruction. We fully anticipate that most students will switch between a variety of user-interface platforms during a typical school day—and that most of these devices will be their own property—not the school's.

Just a few years ago, a school desiring to implement a hybrid program such as that proposed for AISU, an enormous amount of money would be devoted to computers. This is no longer necessary, and by AISU's scheduled opening in fall 2014, it will be even less so.

AISU's campus will have fiber-optic connectivity. Bandwidth will not be a limiting factor. Rather than devote significant resources to computers, AISU will devote a significant share of its technology budget to building and maintaining a powerful infrastructure to support teaching and learning. This will include servers, systems, and software that will support teachers and students through a robust wireless network. The FF&E associated with the building lease will provide Smart Boards (or an equivalent) in nearly every classroom. Finally, the school will have access to a proprietary program that will serve as AISU's primary platform for developing and delivering curriculum. This program includes a powerful analytics engine to help monitor student learning, and facilitating immediate adjustments tailored to individual students' needs.

The school's program will operate on Windows, Apple, and Android devices—most any device that students want to use. AISU will encourage students to provide their own laptop computer, iPad or other device. The school will have a variety of devices that will be available for long-term loan to students who qualify for free or reduced lunch. Additionally, a number of desktop computers will be placed around the building, and a limited number of mobile devices and laptops will be available for short-term loan. This strategy will enable the school to significantly leverage its technology funds. The school will utilize E-Rate to reduce costs.

2) What is your school's professional development strategy to ensure that staff (e.g., teachers, administrators, and support personnel) knows how to use these new technologies to improve education?

AISU will hire teachers drawn to the school's technology-rich approach and who are highly proficient in the use of educational technology. However, AISU will utilize new technologies and proprietary programs that will require training. Our technology partners will provide training, and we will contract out for professional development if needed. We anticipate that most of the expertise we need will be found among our own teachers. All teachers, administrators and support personnel will be required to pass a AISU certification that shows that they are up-to-date on a core set of technologies use within the school.

3) What is your school's evaluation process to enable the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise?

Given the central role technology will play in the delivery of AISU's blended learning program, the school will strive to be at the forefront in the effective use of technology to enhance student learning. AISU will form partnerships with a variety of technology companies that will enable the school to access a variety of experts without the cost of hiring consultants. Members of the AISU Board have extensive experience in educational technology. The Board will formally evaluate AISU's technology infrastructure, functionality, and effectiveness in support of student learning on a semi-annual basis.

Inventory/Assessment of telecommunication services, hardware, software, and other services.

	Computer Labs	Classrooms	Library or Media Center	Admin. Office	Other Locations	Planned Future Acquisitions		
						Yr 1	Yr 2	Yr 3
Computers (List by Type)	30	40	Portable Lab – 0	8	40	0	40	40
A. Less than 4 yrs old	30	40	20	8	40			
B. Greater than 4 yrs	0							
C.								
D.								
# of above computers that are Internet capable	30	40	20	8	40	0	40	40

	Computer Labs	Classrooms	Library or Media Center	Admin. Office	Other Locations	Planned Future Acquisitions		
						Yr 1	Yr 2	Yr 3
Peripheral Devices								
A. Printers	2		1	2	2	0	0	0
B. Scanners	1		1	1	2			
C. Assistive/Adaptive Devices								
D. TVs capable of receiving digital signal								
E. DVD Players			10			2	2	2
F. LCD Projectors		40	2		2	2	2	2
G.								
H.								

	Current	Planned Future Acquisitions		
		Year 1	Year 2	Year 3
Network Equipment				
A. Hubs	10	0	0	1
B. Routers	4	0	0	1
C. Servers	2	0		1
D.				
Total Classrooms	32			
Number of classrooms wired for internal connections	32			

Fiber Optic Connection to Building	Current	Planned Future Acquisitions		
		Year 1	Year 2	Year 3
Telecommunication Links				
A. Gigabit Ethernet	1	1	1	1
B. Multiple T1s or T3				
C. Microwave				
D. Other				
Total School Buildings	1			

Education Service Providers

The organizational meeting of the AISU Board of Trustees was held in March 2012, roughly two-and-a-half years before the scheduled opening of the new school if our application is approved. We have developed operating budgets for the charter application that we believe will enable the school to deliver a high quality program within prudent budget parameters. As AISU moves forward with planning and development activities, the Board of Trustees will explore options as to how to best meet the school's needs. We will examine how to get the best results for the expenditures of state funds that are entrusted to us. This process will include preparing RFPs and receiving proposals from various Education Service Providers. As we conduct this process, the AISU Board of Trustees will adhere to the following guidance from the State Charter School Board.

- Board members, employees, and their respective spouses or immediate family members should not have conflicts of interest with any ESPs that contract with the School, such as direct or indirect ownership, employment, contractual or management interest, etc.
- The Board should retain independent legal counsel to review and negotiate the ESP agreement. Legal counsel for the School should not represent the ESP or its principals. The ESP agreement should be an arms-length, negotiated agreement between an informed governing board and the ESP. Agreements should be reviewed at least once every five years and have a term of no more than five years.
- No agreement with an ESP should purport to amend or change the school's charter or contain any provisions inconsistent with the school's charter.
- In negotiating the ESP agreement, the Board should budget adequate resources to fulfill its charter requirements which may include, but are not limited to: oversight of ESP, payment of staff costs, lease or mortgage requirements, required insurance, annual financial audit, accreditation, the Board's legal counsel, and any other such costs necessary for the school's operations.
- Marketing and development costs paid by or charged to the school specific to the school program should not include any costs for the marketing and development of the ESP.
- ESP agreements should contain insurance and indemnification provisions outlining the coverage the ESP will obtain. The ESP's insurance is separate from and in addition to the insurance the Board is required to obtain.
- ESP agreements should provide that the original financial, educational, and student records pertaining to the school are school property, and that such records are subject to the provisions of the Government Records Access and Management Act and the Federal Family Educational Rights and Privacy Act.
- No provision of the ESP agreement should interfere with the Board's duty to exercise its statutory, contractual, and fiduciary responsibilities governing the operation of the school. No provision of the ESP agreement should prohibit the Board from acting as an independent,

self-governing public body, or allow public decisions to be made other than in compliance with Utah's Open & Public Meetings Act.

- ESP agreements should contain a provision that all finance and other records of the ESP related to the school will be made available to the school's independent auditor and authorizer. ESP agreements should not permit the ESP to select and retain an independent auditor for the school.
- If an ESP purchases equipment, materials, and supplies on behalf of or as the agent of the school, the ESP agreement should provide that such equipment, materials, and supplies are and remain the property of the school. ESP agreements should contain a provision that if the ESP procures equipment, materials, supplies, contractors, etc. it will comply with the Utah Procurement Code, ([UCA 63G-6](#)).
- ESP agreements should provide that the school owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the school; or (ii) were developed by the ESP at the direction of the Board with school funds dedicated for the specific purpose of developing such curriculum or materials.
- ESP agreements involving employees should be clear about which persons or positions are employees of the ESP, and which persons or positions are employees of the school. If the ESP leases employees to the school, the ESP agreement should provide that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the school or working on school operations. If the school is staffed through an employee leasing agreement, legal confirmation should be provided to the Board that the employment structure qualifies as employee leasing.
- If the school intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the ESP, then such agreements must be separately documented and not be a part of or incorporated into the ESP agreement.
- ESP agreements should contain at least one of the following methods for paying fees or expenses: (i) the Board may either pay or reimburse the ESP for approved fees or expenses upon properly presented documentation and approval by the Board; or (ii) the Board may advance funds to the ESP for the fees or expenses associated with the school's operation provided that documentation for the fees and expenses are provided for Board ratification.

16. Extra-Curricular Activities

Policies

Purpose:

The AISU Board believes that the goals and objectives of the school are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular or required curricular program. AISU will develop a broad range of extra-curricular activities, including a variety of sports programs, in response to student and staff interests. The Board will not predetermine these activities.

Definition:

For purposes of this policy, “extra-curricular activities” shall be those activities that are sponsored or approved by the Board but are not offered for credit toward graduation. Such activities shall ordinarily be conducted wholly or partly outside the regular school day, contribute to attainment of school objectives; be available to all students who voluntarily elect to participate, and be subject to the eligibility requirements.

The program of interscholastic athletics including varsity sports shall be considered extra-curricular and shall be defined as all activities relating to competitive sports, contests, games, events, or exhibitions involving individual students or teams of students of this school when such activities occur between schools within or outside this district.

Delegation of Responsibility:

The executive director shall be responsible for the development and administration of extra-curricular activities. Any extra-curricular activity shall be considered to be under the sponsorship of this school when it has been recommended by the school and approved by the Board. The direct control of athletics in the school may be delegated by the executive director to authorized staff within the school in accordance with procedures established by the executive director.

Authority:

Interscholastic activities shall not be scheduled to conflict with any educational activity necessary for meeting the requirements of the officially approved curriculum. A faculty member of each school involved shall be present at each game or contest and shall remain with his/her group or team until it leaves the building or grounds where the event is held. Students may be required to assume all or part of the costs of the sport or activity or event including travel and attendance at extra-curricular events and trips.

Eligibility Requirements:

This policy mandates that students achieve minimum levels of academic and behavioral performance, that achievement comes first, and that the students participating in extra-curricular activities will have earned that opportunity through their educational progress and citizenship as

well as their physical skills and artistic or other talents.

1. Behavioral: Any student may be prohibited from participating in any extra-curricular activity at the direction of the principal if the student violates the attendance, citizenship, or behavior standards of the school.

2. Academic: All students entering ninth grade for the first time are eligible to participate in extra-curricular activities, UHSAA or otherwise, until the end of the second report period. From the end of the second report period forward, the academic eligibility provisions for students in grades nine through twelve apply.

a) For students in grades nine through twelve, a grade point average of 2.50 will be required, calculated as a simple average.

b) The executive director or designee may grant probation to any student whose grade point average is between 2.0 and 2.49 or to any student who has one failure. Any student who petitions for probation beginning with the second report shall be considered for probation with tutoring.

c) Probation may be granted for one marking period and the student must attend tutoring while on probation.

d) Any student in grades nine through twelve who passes ALL subjects regardless of grade point average shall be granted eligibility.

e) For students in grades five through eight, failures in two or more subjects shall result in the student being declared ineligible for participation in extra-curricular activities.

f) For purposes of determining academic eligibility, the mark earned in summer school shall replace the subject failure. The value of the summer school mark shall be used to calculate the grade point average of the student.

g) These standards apply to all students in grades five through twelve who are participating in extra-curricular activities including students in both regular and special education.

h) For a student transferring into the school, eligibility will be determined by the last marking period of the school the student last attended. If such marks are unobtainable, the student may participate in extra-curricular activities until future eligibility is determined by the results of the first marking period in the new school.

i) A student's parent(s) may appeal an eligibility ruling by a coach or activity or event sponsor to the executive director or designee.

j) Recruiting of students for the purpose of athletics is an unethical and unacceptable practice; however, robust athletic and extra-curricular programs should be used to both make the school more attractive to prospective students and enhance the overall development of AISU students.

Sports/Events/Activities:

Drug Use: Coaches and other school personnel must not encourage or facilitate the use of drugs, hormones, blood doping, or other similar means by students for any purpose including bodybuilding or the enhancement of athletic performance. Students must not use drugs, hormones, blood doping or other similar means for the purpose of bodybuilding or the enhancement of athletic performance. Violations of this policy will lead to disqualification of students from extra-curricular activities and disciplinary action for students or employees.

17. Special Education

AISU will serve students of all ability levels. Students and families desiring a learning community that recognizes scholarship, academic achievement, and creativity, while respecting each student as a valued individual of great potential and promise, will find they fit at AISU. The founders of AISU intend to meet each student's individual needs with ongoing assessment, ability grouping, and Individual Education Plans (IEP), per federal and state law. The school believes these tools will allow students to set and achieve individual goals and be supported in creating their own success.

Services and Placement

Several elements of the school's instructional approach are inherent in the design of the school. They are designed to enable the school to more effectively and efficiently respond to diverse demands and help accelerate the learning of lower achieving students. These include:

1. Computerized-Adaptive Learning. AISU's HOPE learning system will integrate a variety of instructional technologies designed to personalize instruction and optimize learning. We will make use of the best tools available—products that are marketed by various service providers, open source offerings, and our own proprietary system. For many years, computerized-adaptive tests such as the NWEA MAP have been used to efficiently and accurately assess student performance. Such computerized testing systems adjust questions based on previous responses.

The evolution of analytics engines integrated into learning management systems will now allow this same basic approach to be applied to instruction at very sophisticated levels. Learning systems can adapt challenges embedded in lessons to the appropriate level of difficulty for individual students. Options for developing background knowledge can be presented so as to reflect an individual student's learning style or preferences. The capacity of computers to individualize and enhance student learning has the potential to transform education. AISU will provide the environment, structure, systems and resources necessary to realize this potential.

2. Cooperative learning. A significant body of research has shown that cooperative learning instructional strategies produce greater academic achievement, enhance self-esteem, and improve relationships between mainstreamed academically handicapped students and normal-progress students. The approach enables all students to experience success and places students in a position in which they more naturally learn from their peers.

3. Hands-on, experiential learning. These types of activities enhance learning for all students, but they are often particularly helpful for students that struggle with more traditional instructional approaches. Students have greater opportunity to employ their "multiple intelligences" to gain understanding of key concepts. In addition to the work of Howard Gardner, these activities are supported by research in the cognitive sciences.

4. High expectations. All students will be expected to set and achieve challenging academic goals designed to accelerate their learning. Progress will be charted in their student portfolios.
5. Tutoring assistance. The school will seek parent/community and student volunteers to provide tutoring before, during, and after school. Peer Tutoring with school student leaders will also be accessible for those needing extra assistance or extended learning time. Peer tutoring will also enhance the social well being of those involved in the Special Education program.

AISU feels an obligation to ensure that each student is treated as an individual, with special gifts and needs. Appropriate accommodations will be made for students with disabilities in order to ensure access to all activities.

Delivery of Special Education Services

1. Continuum of Services

AISU will provide a Continuum of Services, including Alternative Placements, as necessary to meet the needs of students who qualify for IEPs or 504 plans. The services will be provided consistent with the principles of Least Restrictive Environment, with most students able to be served in such a manner that they are not removed from regular school activities. AISU will utilize a combination of the school's full-time special education staff as well as outside service providers, and may facilitate off-site placements when appropriate—including home-based study with supportive services, or placement at other institutions. Levels of support will include in-class/indirect support, pull out/direct support, and special placement in either on-site or off-site programs self-contained settings (on a short-term or long-term basis).

2. Resources

AISU will employ a team of special educators with cross-categorical certifications with sufficient size and breadth to meet the special education needs for the vast majority of AISU's special needs students, including one special educator with at least five years experience who will serve as the special education director. AISU will also contract for outside service providers (e.g., speech therapist, school psychologist) as necessary to complement the school's core cross-categorical special education team. These supplemental services can be contracted through independent service providers. The budget accounts for various services for which may need to be contracted throughout the start up as well as during year one of operation. AISU's special educators or other service providers will conduct training for other staff members to ensure that all faculty and staff involved in a child's education are aware of special needs within the student population, understand their responsibilities in relation to addressing these needs, and are able to provide the necessary services. All members of the instructional staff will also be trained in confidentiality and "child find" procedures implemented to ensure privacy of sensitive information.

3. Delivery Model

In compliance with state and federal mandates, the school will provide eligible students with disabilities a free appropriate public education (FAPE) in the least restrictive environment (LRE). To assist each student to achieve commensurate with his or her abilities, special education will be offered, including modification of instructional level, content or performance criteria; adaptations to the environment, curriculum, instruction or assessment; and accommodations to allow students to access and demonstrate learning.

The school will use an inclusion model, educating students with special needs along with their non-disabled peers to the maximum extent appropriate. This heterogeneous grouping of students provides greater opportunities for students to learn from and support each other. The school's approach is optimal for differentiating learning activities to address the needs of individual students. However, students qualifying for special education services may be pulled out for one-on-one or small group instruction with a special educator or related service provider. Removal from the regular education environment will occur if the nature or severity of the disability precludes satisfactory achievement, even with the use of supplementary aids and services in the regular classroom. Outsourcing will be utilized as necessary to complement AISU's core cross-categorical special education team.

4. Referrals and Evaluations (Student Study Team)

A student study team (SST) will determine levels of need and special education of the child, and will refer the child for needed available special services. The team will consist of the referring staff member and the special educator. Discussions may include special education services, English Language Learners (ELL) programs, retention, gifted services, and any other alternative educational strategies. The CST will meet as needed and the proceedings will be documented. Referring teachers will submit appropriate screening forms and document all previous classroom interventions that are pertinent to the child's placement.

If the CST refers the child for a comprehensive psycho-educational evaluation, the school will provide the appropriate PWN and PSN to the parent. The PWN will explain: 1) why the school is proposing to conduct an evaluation; 2) describe what the school proposed or refused to do; 3) what options were considered in the deliberations; 4) why discarded options were rejected; 5) what the evaluation procedures will include; and 6) what other factors were considered in the decision. It will also contain a statement of parent protections under procedural safeguards and sources for parents to contact to obtain assistance in understanding their rights. The PSN will provide a thorough explanation of parents' rights and protections for children under special education requirements. If there is to be a formal meeting, the school will send a meeting notice that states the purpose of the meeting, the individuals and their respective positions who will attend the meeting, and the location and time of the meeting.

5. Multidisciplinary Evaluation Team/IEP Team

A Multidisciplinary Evaluation Team (MET)/Individualized Education Program (IEP) team and other qualified individuals with knowledge of the child will review all existing data on the child. The team will be comprised of appropriate qualified individuals to include the parent(s), at least one of the child's regular education teachers, the special education teacher, a representative of the school, and individual to interpret the instructional implications of test results, the child (if appropriate), and other persons with relevant knowledge about the child. The team will decide if further data are needed in order to determine if a child is eligible for special education services. If no additional data are needed, the CST will determine eligibility, develop an evaluation report, and provide PWN to document the decisions made by the team. The PSN, which will also be made available to the parent, will review parental rights regarding initial evaluation. A copy of the evaluation report, which will include documentation of the eligibility determination, will be given to the parent.

If additional data are needed, the MET/IEP team may decide that an evaluation plan needs to be designed. PWN will document the decisions made by the team and the PSN will be made available to the parent. The school will secure the parent's permission before conducting the initial evaluation. The parent will be informed of all types of testing instruments to be used. Parental consent will be voluntary and may be revoked at anytime. Revoked consent does not negate an action that has occurred after consent was provided, and the school may consider mediation or due process to pursue the evaluation.

Tests, materials and procedures used for evaluation will be selected and administered so there is no racial or cultural discrimination, and will be given in the child's native language or other system of communication, unless it is not feasible to do so. No single test will be used, and testing will be done in all areas related to the suspected disability that may include health, vision, hearing, social and emotional status, general intelligence, academic performance, communication, and motor abilities.

After obtaining consent, the school will conduct the evaluation, and use the information to determine eligibility within sixty calendar days of the parent's signature. The MET/IEP team will conduct the evaluation and use the information to determine eligibility. Based upon the results, the MET/IEP team will determine if the child has one or more of the following disabilities: Autism, emotional disability, hearing impairment, mental retardation (mild, moderate, or severe), multiple disabilities (including severe sensory impairment), orthopedic impairment, specific learning disability, speech/language impairment, traumatic brain injury, visual impairment, other health impairments.

Qualified Staff

AISU will employ/contract qualified, licensed personnel with experience in the various aspects of Special Education services delivery including RtI, ability grouping, classroom differentiation, and subject matter acceleration strategies for exceptional children, all in order to deliver and monitor the prescribed program contained in an IEP. The school will provide qualified and

licensed service providers for all required areas including psychologist, speech, OT, and PT for the provision of related services in accordance with a student's IEP or 504. Personnel will work with students, classroom teachers, and parents to identify and develop strategies for meeting the needs of students with diverse learning styles and disabilities.

The school's Special Education personnel will be primarily responsible for providing training to other staff members. However, as needed, training will also be provided by Utah State Office of Education's Special Education among others. Parents will be invited to participate in training sessions when appropriate. Training topics will include: the special education process (including policies and procedures); categories of disability; effective teaching methods and accommodations; record keeping; parent participation; and how to prepare and participate productively in IEP meetings among other things.

Policies

Policies and procedures relating to special education will be included in a policy manual. This manual will contain all forms, policies and procedures and will be kept in the director's office for review by parents and faculty. What follows are initial policies and procedures to handle the initial phases of setting up a program that does not marginalize or disregard these students.

1. IEP Formulation/Special Education Services/Least Restricted Environment

If a child is found eligible for special education services, a team will develop an Individualized Educational Program (IEP). The IEP team will convene within thirty calendar days of eligibility to develop an IEP. No special education services will be provided prior to the development of the IEP. As described above, the team will be comprised of appropriate qualified individuals to include the parent(s), at least one of the child's regular education teachers, a special education teacher, a representative of the school, and individual to interpret the instructional implications of test results, the child (if appropriate), and other persons with relevant knowledge about the child.

The parent will be provided with a meeting notice and a PSN with adequate time to ensure that he/she has the opportunity to attend. The meeting will be scheduled at a time mutually convenient to participants. If the parent chooses not to attend, the school may conduct the meeting without the parent and document its decisions.

An IEP team will make decisions about an educational program for the child, and then document a written record of the decisions. The IEP document will include:

- a. The date of the meeting and documentation of participants;
- b. A statement of the child's present levels of educational performance to include how the child's disability affects progress and involvement in the regular curriculum;
- c. Measurable annual goals to include how they will be evaluated;
- d. Short-term objectives or benchmarks to support each annual goal;

- e. Special education, related services, and supplementary aids and services to be provided;
- f. Program modifications or supports for school personnel that will be provided;
- g. Projected initiation date, frequency, location and duration of the services and supports;
- h. Explanation of the extent that the child will not participate with non-disabled peers;
- i. Documentation of how the child will participate in state and school-wide assessments or why the child will not participate and how the child will be assessed;
- j. Consideration of communication and assisted technology needs;
- k. Consideration for extended school year services;
- l. Potential harmful effects to the child or quality of services; and
- m. How the child's progress will be reported to parents.

The IEP team will determine the level of service considering the least restrictive environment (LRE). The child will be educated with non-disabled peers to the maximum extent appropriate. Removal from the regular education environment will occur if the nature or severity of the disability precludes satisfactory achievement in regular education classes even with the use of supplementary aids and services. Gifted services will take place within the regular educational environment with the core instructional staff responsible for addressing the needs of gifted children.

The IEP team will determine educational placement, with the decision based on the service needs established in the IEP. Placement will be considered at least annually. The team will also consider potential harmful effects to the child or quality of services, and document this consideration. PWN will be provided before the IEP is implemented, and PSN will be made available. The parent will receive a copy of the completed IEP. Following the IEP meeting, the report will be maintained in the student's master special education file in a location designated by the director.

Written parental consent will be obtained prior to the child's initial special education placement. If the parent is not at the meeting to determine placement, the school will utilize other methods to allow participation. PWN will be provided reflecting the decisions made regarding placement. The PSN will be made available.

2. Accommodations and Modifications in Regular Education Environment

Regular education teachers, the special education teacher, and related service providers will be informed of their responsibilities for services outlined in the IEP. Each will know

the accommodations, modifications, and supports they will be responsible to provide, and will have access to the IEP. The IEP will be implemented as soon as possible. The Special Educator and related service providers will provide training to the regular education instructional staff as needed.

3. Written Progress Reports

Upon parental consent, the student will appear on the special education teacher's roster and be placed on the Special Education Census. Written Progress Reports will be submitted four times a year with the same frequency of report cards. The original will be sent to the parent and a copy maintained by the special education teacher in the student's permanent file. The school believes in facilitating and maintaining careful records with the aim of serving each student well.

4. Annual Review

The IEP will be reviewed not less than once a year. Any team member may request additional IEP meetings. Prior to each IEP meeting, a written meeting notice with a PSN will be provided to each member, including the parent, with adequate time to ensure participation. During the IEP review, progress toward annual goals will be addressed, along with the results of any reevaluation conducted, and any information from the team members regarding the needs of the child. The LRE will also be reviewed.

Documentation of the annual goals review will be recorded on the original copy of the IEP being reviewed. A revised IEP will be completed not less than once a year.

5. Reevaluation

Students qualifying for special education services will be reevaluated every three years to determine continued eligibility for services. If warranted, a reevaluation may take place at any time. The parent will be provided with PWN and PSN informing him/her that a reevaluation will occur. If no formal meeting occurs, a meeting notice with PSN will be sent.

At this reevaluation, the MET/IEP team will review and collect current data on the student. This includes but is not limited to previous evaluations, observations, state and school testing results, progress toward annual goals, and parent information. If no additional data are needed, the parent will be notified of the right to request additional data and PSN will be made available. If the team agrees that continued eligibility is substantiated, further testing may not necessarily occur, unless requested by the parent. A statement of continued eligibility and the basis of that eligibility will be included in a report with a summary of existing data and present levels of educational performance and needs. A statement of additions or modifications to the special education and related services needed to enable the child to meet the annual goals and participate in the general education program will be included. A PWN will be given that states why additional data will not be needed and the basis upon which eligibility was determined. The parent will be informed of the right to an assessment and a PSN will be made available.

If additional data are needed, PWN will be provided explaining the team's decision and a

PSN will be made available. The school will obtain informed consent from the parent prior to gathering additional data. If reasonable attempts to obtain consent have been made and documented, a reevaluation may proceed even if the parent could not be contacted. If the parent refuses consent, mediation or due process may be utilized to pursue the reevaluation. Data will be gathered and the MET/IEP team will determine eligibility for special education and related services. The reevaluation will be completed before the current eligibility expires or with a reasonable time if reevaluation is requested. Sixty calendar days will be considered a reasonable amount of time.

A reevaluation report will be completed including a statement of continued eligibility and the basis for this decision, with a summary of existing data and present levels of educational performance and needs. This statement will also include the additions or modifications to the special education and related services that are needed to enable the child to meet the annual goals and to participate in the general education program. A PWN will be provided documenting the decisions made by the team and a PSN will be made available. A copy of the reevaluation report will be given to the parent.

All documentation as presented in the review and revision of the IEP will continue to be provided as the IEP is reviewed and updated. If the child is dismissed from special education services, the reevaluation report will include documentation of eligibility determination. The report will be maintained in the child's permanent special education file and a copy will be given to the parent. The parent will be notified through PWN and a PSN will be made available.

The special education coordinator on staff will maintain all special education master files, and teachers will maintain their own student files. To ensure confidentiality of sensitive information, all evaluation information and reports will remain secure and no copies will be provided to unauthorized persons. All persons authorized to view the reports will be listed and required to sign the monitoring sheet of the file.

Child Find

All students newly enrolled will have their records reviewed by school personnel. Additional information may be needed and assessments given, to ensure proper placement. As concerns arise, school personnel will consider modifications, accommodations and alternative strategies to assist the student. Parents will be informed within ten school days of the decision to engage in these activities and may be requested to participate. All efforts to assist individual differences will be documented, and results will be maintained in the student's permanent records in a location designated by the director. This process will include the requisite "45-day screening" for each student entering the school.

A parent may also inform the school of concerns regarding his/her child. The parent may request in writing that the school conduct an evaluation of the child's abilities; however, the request will not necessarily obligate the school to conduct an evaluation. If the school determines that a full and individual evaluation is not warranted, the parent will be provided with prior written notice (PWN) and procedural safeguards notice (PSN) in a timely manner. The school will conduct an

evaluation within the mandated guidelines if it suspects that the child has a disability and may be in need of special education and related services. Child Find will also be conducted according to the requirements to do so.

Special Education Records

If it is determined that a student has one or more of the disabilities listed above, the MET/IEP team will determine if the child requires special education or related services in order to benefit from the educational program. The evaluation report will include, but not be limited to:

1. A review of current evaluations including types of tests and results;
2. Information from the parents including developmental and medical history;
3. Educational history including the reason for referral, current classroom assessments and observations of the student;
4. Determination of whether the child's educational problems are related to limited English proficiency or lack of instruction in reading and math;
5. Documentation of whether the child's educational problems are related to or resulting primarily from reasons of educational disadvantage;
6. Documentation that the child was assessed in all areas related to the suspected disability;
7. Determination of whether the child has a category of disability (as defined by state law);
8. The child's present levels of academic performance and educational needs;
9. Determination of the child's needs for special education and related services;
10. Determination of whether any additions or modifications are needed to allow the child to progress in the general curriculum; and
11. Team findings on eligibility determination.

The school will provide the parent with a PWN to document the decisions made, and the PSN will be made available. The parent will receive a copy of the evaluation report.

The parent will be provided with a meeting notice and a PSN with adequate time to ensure that he/she has the opportunity to attend. The meeting will be scheduled at a time mutually convenient to participants. If the parent chooses not to attend, the school may conduct the meeting without the parent and document its decisions.

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10. Consideration of communication and assisted technology needs;
11. Consideration for extended school year services;
12. Potential harmful effects to the child or quality of services; and
13. How the child's progress will be reported to parents.

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child. The LRE will also be reviewed. Documentation of the annual goals review will be recorded on the original copy of the IEP being reviewed. A revised IEP will be completed not less than once a year.

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If additional data are needed, PWN will be provided explaining the team's decision and a PSN will be made available. The school will obtain informed consent from the parent prior to gathering additional data. If reasonable attempts to obtain consent have been made and documented, a reevaluation may proceed even if the parent could not be contacted. If the parent refuses consent, mediation or due process may be utilized to pursue the reevaluation. Data will be gathered and the MET/IEP team will determine eligibility for special education and related services. The reevaluation will be completed before the current eligibility expires or with a reasonable time if reevaluation is requested. Sixty calendar days will be considered a reasonable amount of time.

A reevaluation report will be completed including a statement of continued eligibility and the basis for this decision, with a summary of existing data and present levels of educational performance and needs. This statement will also include the additions or modifications to the special education and related services that are needed to enable the child to meet the annual goals and to participate in the general education program. A PWN will be provided documenting the decisions made by the team and a PSN will be made available. A copy of the reevaluation report will be given to the parent.

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Additional Information

Letters of Support

Senator Howard Stephenson
1038 East 13590 South
Draper, UT 84020



Office: 801-972-8814
Mobile: 801-815-6800
Email: howard@utahtaxpayers.org

UTAH STATE SENATE

319 STATE CAPITOL • SALT LAKE CITY, UTAH 84114 • (801) 538-1035 • FAX (801) 538-1414

March 30, 2012

Ms. Marlies Burns
Utah State Office of Education – Charters
250 East 500 South
PO Box 144200
Salt Lake City, UT 84114-4200

Dear Ms. Burns:

As a long-time supporter and Senate sponsor of Utah's charter school law, it has been my hope that innovations within charter schools could help provide solutions for the challenges confronted by Utah's public schools generally, as well as to provide unique, high quality options for parents. Instead, most charter schools have focused on a back-to-basics approach.

That's why it pleases me to see the innovative approach in this application. I believe that the innovative "hybrid/flex" school design proposed for the American International School of Utah, which integrates cutting-edge educational technologies with classroom instruction, will serve as a model helping Utah's schools navigate the coming transition to increased use of technology-facilitated education.

The effective integration of technology in our schools is not about cutting costs, it is about significantly improving student performance in a sustainable, cost-effective manner. Utah can be a national and global leader in the educational technology industry.

I am also strongly supportive of the "public/private" hybrid model proposed for the AISU – a program that will give students in Utah the opportunity to study with students from throughout the world. This will be especially important as Utah's elementary dual immersion students enter secondary school. Utah's economic future will be enhanced as we strengthen our students' global awareness and personal ties within the international community. It is my hope that Utah can be positioned as a preferred portal for international students who are preparing to attend college in the U.S.

I strongly recommend that American International School of Utah be given the opportunity to make this school's compelling vision a reality.

Sincerely,

Senator Howard Stephenson



ah 84101
801.983.9266 (p) 801.746.2795 (f)
www.Letter23.com

Ms. Marlies Burns
Utah State Office of Education – Charters
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

March 27, 2012

Dear Ms. Burns:

As the CEO and owner of Letter 23 advertising agency, and a life-long resident of Salt Lake Valley, I am writing to recommend approval for the proposed American International School of Utah.

As you may know, a number of business associations from all over Utah have joined together in a movement to promote improvements in public education—Prosperity 2020. We believe that to strengthen our economy we must start by improving education. Businesses know an educated workforce creates the path to enduring prosperity.

The charter school movement has added vitality and choice to public education in Utah. Technology has demonstrated incredible potential to enhance K-12 and higher education. I am confident that the innovative hybrid/flex model envisioned for AISU will help improve student achievement consistent with the goals of Prosperity 2020.

As a marketing specialist who has worked with both charter schools and public school districts, and as a parent, I know that AISU's innovation and flexibility will be well received in the Salt Lake market.

If approved, AISU will also provide an intriguing internationally-oriented public school option in the center of Salt Lake Valley, an area that does not have many charter schools. Utah's future economic vitality will be dependent on our ability to engage in business globally. This school will help prepare students for success in the global marketplace.

Thank you for your consideration.

Sincerely,

Kelly Casaday

Kelly Casaday
President and CEO



UTAH VALLEY UNIVERSITY
INTERNATIONAL STUDENT SERVICES

March 27, 2012

Ms. Marlies Burns
Utah State Office of Education – Charters
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Dear Ms. Burns:

I am writing to recommend the American International School of Utah for your consideration. Utah Valley University actively recruits qualified international students to strengthen our school's diversity as well as to open up global opportunities for our students.

AISU's efforts to attract more international high school students to Utah will complement our efforts and hopefully, over time, AISU will serve as an exceptional source for international students who are well prepared for the academic rigors they will encounter at the university level.

I am also intrigued by AISU's plans for restructuring school to more effectively leverage technology to improve student achievement. This type of innovation seems well inline with one of the key purposes of Utah's charter school legislation.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Stephen F. Crook', followed by a long horizontal line.

Stephen F. Crook
Director-UVU International Student Services

Statement Regarding Insurance Coverage

AISU is hopeful that recent policy decisions removing the option of State Risk Management insurance coverage as an option for charter schools will be reversed prior to the school gaining approval as a charter school. It is our preference to participate in the state's program.

If Risk Management is not an option, AISU will research alternative coverage obtained by currently operating charter schools and make a decision based on this research.

AISU will maintain insurance coverage levels at or above requirements set by the chartering entity.

Background Information for Founders, Board Members, and Potential Staff

Background Information Sheets have been included for each of the six founding board members:

- Richard Maxfield, President
- Elizabeth Webster, Vice President
- Taylor Halverson, Secretary
- Greg Jackson, Treasurer
- Ralph Brown, Member
- Lisa Halverson, Member

In addition, a Background Information Sheet is provided for Michael Farley, the lead founder for the school and a potential staff member during the development period.

BACKGROUND INFORMATION SHEET

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Ralph B. Brown

Role with school Board Member

Expertise International Education ; PhD Sociology; Executive Director Rural Sociological Society; Sociology Professor.

Statement of Intent: I have made a career in international education; exposing students from all sides of the "pond" to each other and "the world". I have extensive international educational experience most specifically in Southeast Asia, the Middle East India and in Africa. I have extensive connections into the Ministries of Education and Universities in several countries. I plan to use my knowledge and contacts to help the school recruit potential students. I also anticipate that the school will draw on my expertise of working in international contexts and with international organizations and as a sociology professor as they consider and design curriculum and programs. I will devote the time I have available to the board to help make the school truly international and keep its connections into other countries viable and vibrant.

Not-for-Profit History:

- 1) I am the Executive Director and Treasurer of the Rural Sociological Society (RSS), a 501c3 organization. The RSS is a professional society. I have directed it for one three year term and have been asked to stay on for another three term. I run the RSS Business Office and oversee the endowments of the society and the society's budgets. In this capacity I have also been responsible for getting the RSS back on sure financial footing (having taken over the organization in fall of 2008 after the financial melt-down), and flattening the organizational structure. I assure that the society is governed according to its established constitution and bylaws. I organize and create the agendas for the RSS Council (the governing board) meetings. In essence, I set the vision and long term agenda of the Rural Sociological Society. (Present)
- 2) I direct an interdisciplinary International Development Minor at Brigham Young University (BYU). There are approximately 200 students from over 50 different majors involved with this major. In this capacity, I also personally direct 4 different internship programs located in Thailand, Cambodia Jordan and next year India. I oversee a budget and all the activities of this academic minor. This has included designing and creating academic internship opportunities for our students, and making the necessary connections with NGOs and agencies in other countries where our students may be placed. I have 10 years of experience in doing this across the globe. (Present)
- 3) Member of the Executive Board of Directors of Consortium of Social Science Associations (COSSA) Washington DC. COSSA is the largest lobby for social sciences in the US. Along with 16 other Executive Directors representing their individual social science organizations, we would consider proposed legislation that would directly and indirectly affect social science research and it usage. (Present)

- 4) Trainer for the US Department of Defense (through civilian contractor, Academic Consortium for Global Education - -ACGE) for Human Terrain Systems. Training social scientists and military personnel engaged in data gathering techniques and issues in Afghanistan. (Present)
- 5) Board Member (and founding member) of Zaytoon International. An NGO that works in Jordan to build and augment local capacity of under and unemployed youth by training them in volunteerism and community service and then having them "repay" by training others. Zaytoon works closely with the Ministry of Social Development (MoSD) in Amman, Jordan and other Ministries and NGOs as well. My role on the board is program development, connections into the MoSD, and educational and research foundations. (Present)
- 6) International Liaison with the Hinckley Institute of Politics (HIP), University of Utah. I assist the HIP in identifying international opportunities and connections for their students and staff. (Present)
- 7) Member of the Minerals Management (MMS), U.S. Department of Interior Outer Continental Shelf, Scientific Committee. I advised the Department of Interior MMS on the scientific merit of proposed research on off-shore energy projects (oil, natural gas and alternative). (From 2006 to 2012)
- 8) Co-President of PTA 3rd Grade Starkville, Mississippi. In Starkville, MS being President of the PTA meant being over every third grader in the city as 3rd graders met in one school building from across the city which was exclusively dedicated to the 3rd grade. (1997 – 1998)

Employment History:

8/2009 – Present	<u>Executive Director and Treasurer.</u> Rural Sociological Society.
5/2007 – Present	<u>Director.</u> International Development Undergraduate Minor, Brigham Young University.
5/2005-- Present	<u>Professor.</u> Department of Sociology, Brigham Young University.
4/2004 – 8/2007	<u>Associate Department Chair.</u> Department of Sociology, Brigham Young University.
6/2003 - 7/2003:	<u>Visiting Scholar in Residence,</u> Delta State University
8/1998 - 5/2004:	<u>Associate Professor and Graduate Coordinator.</u> Department of Sociology, Brigham Young University. (Graduate courses taught Professionalization Seminar, Rural Sociology, Classical Theory, Sociology of Community, Sociology of International Development, Social Organization) (Undergraduate courses taught: Introduction to Sociology, Theories of Social Change, Globalization and Social Change in Southeast Asia, World Religions, Classical Social Theory, Social Problems, Introduction to International Development)

7/1997 - 7/1998 **Associate Professor and Graduate Coordinator.** Department of Sociology, Anthropology and Social Work Mississippi State University. (**Graduate courses taught:** Rural Sociology, Community, Research Design, Qualitative Analysis, Social Organization and Change, Strategies and Tactics of Planned Change **Undergraduate courses taught:** Introduction to Sociology, Rural Sociology, Community, Introduction to Social Research, Social Theory)

8/1992 - 7/1997: **Assistant Professor.** Department of Sociology, Anthropology and Social Work Mississippi State University.

1/1992 - 8/1992: **Research Associate.** Small Ruminant Collaborative Research Support Program Indonesia/Kenya. United States Agency for International Development (USAID)

Education History:

PhD University of Missouri-Columbia, Rural Sociology: May, 1992

Certificate of Achievement International Association for Impact Assessment (IAIA) Social Impact Assessment: Concepts, Methods & Techniques. March 2007

Certificate of Achievement Colorado State University Department of Sociology: July, 1988. "Social and Technical Aspects of Irrigation Organization."

M.S. Utah State University, Sociology: June, 1988.

B.A. Utah State University, Sociology: June, 1986.

Minors: Anthropology, Philosophy and Indonesian: June, 1986.

Special Certificate: Utah State University June, 1986. "Area Studies in Religion."

Foreign Languages: Bahasa Indonesia/Malaysian (Fluent); Thai (Conversant)

*The information provided will be subject to verification by the board.

BACKGROUND INFORMATION SHEET

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Lisa Halverson

Role with school Founding Board Member

Expertise Blended Learning, Public School Teaching, International Studies

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.

I have a passion for education. When I was a teenager, I was so eager for learning that when I stayed up way too late studying my parents had to “threaten” me with the loss of privilege to attend school. My desire to learn and to help others to learn has continued through my undergraduate and graduate years of college and then into my profession. During my undergraduate years at Stanford, I took a year off from school to teach English in Slovakia, a country having recently shed the iron curtain, and to study in Israel. I completed a Bachelor’s in International Relations, studied again in Israel on the Fulbright and Wallenberg Scholarships, and then continued my studies at Stanford to complete a Master’s degree. I then embarked on a PhD program (in modern Middle Eastern Studies). However, when the opportunity to become an English teacher at a local high school appeared, I jumped at the opportunity. I had a delightful career as an English teacher for 10 years. I first worked at Gunn High School (ranked in the top 50 of public high schools in the US) in Palo Alto, California. Then, while my husband was completing his PhD in Indiana, I worked at a rural school for several years. After we moved to Utah, I worked at a public high school in Utah County and then had a very rewarding year teaching at the Open High School of Utah (a fully online high school) during its inaugural year. It was a challenging year in many respects to rework all of my lesson plans and curriculum for an entirely new way of teaching and learning. But it was so rewarding. In fact, I felt so honored when the students voted me as the Teacher of the Year. My passion for enhancing teaching and learning, especially in distance and blended contexts, was sparked by my year with the Open High School of Utah. Hence, I decided to return for more schooling to more intently studying Instructional Design and Technology with an emphasis on blended learning in a Ph.D. program at Brigham Young University. Currently in my Ph.D. program I am completing an extensive literature review on all academic pieces published on blended learning (to be submitted at the end of March 2012 for publication). Additionally, together with my husband we are proposing, designing, and launching two new General Education courses for Brigham Young University’s School of Education entitled “History of Learning in the Arts, Science, and Technology.” These two classes will innovatively help undergraduates master some of the most important phases of world civilization while also developing the skill of learning how to learn—the most important skill anyone could ever develop. Moreover, these courses are planned as blended courses, featuring the best of face-to-face interaction with the best that computer-mediated instruction can offer.

In summary, the skills that I bring to the table include relevant and up-to-date research on best practices in the design of blended learning, 10 years of public high school teaching experience, and attention to details. I have the ability to design impactful curriculum and instruction and to train others to be great teachers and learners. My desire to serve on this board would be to ensure that learners are at the heart of everything the school does and that we marshal all viable resources in a blended learning model to meet those ends.

Not-for-Profit History:

Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

Though I have not managed a non-profit, I have several important qualifications that can contribute to the success of the American International School of Utah. First, I have many years of on-the-ground experience in teaching high school. I also worked successfully at the first fully online charter school in Utah (winning the Teacher of the Year Award). Currently, I'm at the forefront of academic research on blending learning (having nearly completed, for publication, an exhaustive literature review on the subject). I also bring skills of organizing and leading groups. I've been a successful mentor to students and advisor to student groups. I've taken the lead in work settings to create ad hoc committees to investigate and solve problems relevant to improving our work. I am an excellent listener, keen on details, communicate well with others, and strive for excellence. These basic characteristics, in addition to my relevant background, would positively contribute to this new charter school venture.

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Teaching Experience**Adjunct Faculty:** "Introduction to Middle Eastern Studies" (Winter 2011, Fall 2011)

Brigham Young University, Department of Middle Eastern Studies/Arabic (MESA)

- Taught MESA 201, an introductory course for the MESA major or minor.

Adjunct Faculty: "World Civilization to 1500" (Summer 2010)

Brigham Young University, Department of History

- Designed course in world civilizations to acquaint students with the broad sweep of human history.
- Examined patterns, trends, and processes at the transnational and global level.
- Explored central questions in the human experience, with in-depth analysis of primary documents.

9th Grade English Teacher and Curriculum Writer (2009-2010)

Open High School of Utah

- Developed and deployed creative, interactive curriculum for new online charter school.
- Facilitated asynchronous learning and proactively mentor students individually.
- Utilized diverse, robust Web 2.0 resources to engage students in literature, writing, grammar, vocab.
- Voted **Teacher of the Year** by students and staff (May 2010).
- Selected to create curriculum for 12th grade and AP English courses (2012-2013).

9th/10th Grade English Teacher: Literature, Writing, and Communications (2000-2003; 2006-2009)

Henry M. Gunn Senior High School, Palo Alto, California

- *Literature and Writing Courses:*
 - Stimulated discussion and analysis of texts, with assessment through writing, creative projects, and oral presentations.
 - Met with students in writing and weekly tutorial sessions.
 - Fostered energetic, supportive environment with varied structures for organizing group work.
- *Communications Courses:*

- Designed engaging course focused on public speaking, active listening, & written expression.
- Stimulated students' minds with hands-on and active lessons in descriptive writing, career exploration and interviewing, and study of the media.
- Encouraged and modeled active listening and respect at all times.

9th/10th Grade English Teacher: Literature, Writing, and Grammar (2003-2005)

Edgewood High School, Ellettsville, Indiana

- Designed challenging & engaging literature curricula grounded in analysis & discussion of core texts, frequent opportunities to write formally & informally, and visible connections to students' own lives.
- Provided clear standards-based rubrics, encouraging students to self-assess and seek peer review.
- Taught fundamental grammar and composition skills to diverse ability levels.

World History Teacher (WWI to Cold War) (Summer 2000)

Palo Alto Unified School District Summer School, Palo Alto, California

- Planned and taught course for a challenging mixed class of pre-high school & upperclass students.
- Independently developed a mini-unit on the Holocaust using artwork, poetry, primary sources, and documentaries. Unit final asked students to evaluate how language used by peers may dehumanize in ways similar to Holocaust propaganda techniques.

History Teaching Assistant: "Jews in the Modern World" & "History & Representation of the Holocaust"

Stanford University, History Department (1999)

- Facilitated discussion sections, and met with students individually to tutor and explicate.
- Met weekly with professor and co-TA to plan course progression and details.
- Graded exams and papers, and gave occasional course lectures.

Professional Development & Service

Outward Bound Educators Course: North Cascades Canoeing, July 2006.

- Intensive week-long course focused on the skills of canoeing, hiking, and minimum-impact camping.
- Strengthened group communication, teamwork, leadership skills using experiential education principles.

Teaching Shakespeare Institute, Folger Shakespeare Library & Georgetown University, Washington, DC, 2004.

- One of 25 teachers chosen nationwide to participate in this prestigious month-long workshop institute.
- Collaborated on curricula; conducted primary research in Folger Shakespeare Library; studied under professors of Early Modern English Literature; and performed under the tutelage of two actors/directors.

Lilly Scholarship Selection Committee Member, Edgewood High School, 2004, 2005.

- Participated in reviewing, interviewing, and recommending candidates for this community scholarship.

Peer Assistance Review & Beginning Teacher Support Programs, 2000-2002.

- Completed new teacher development programs for 1st and 2nd year teachers, working with peer mentors to develop innovative curriculum, improve assessment, and set personal professional goals.

Professional Tenure received in the Palo Alto Unified School District, March 2003.

- Received tenure for service at Gunn High School, which was ranked that year in *Newsweek's* survey of American public high schools as 1st in Northern California, 3rd in the state of CA, and 50th in the U.S.

Youth Community Service Club Co-Advisor, 2001-2003.

- Mentored one of school's largest and most active service clubs.

AVID Tutor, 2002-2003.

- Participated in Advancement Via Individual Determination program for students from disadvantaged socio-economic groups and cultural backgrounds.

Peer Observation Group, 2002-2003.

- Collaborated with a small group of peers to observe each other using the “Elements of Instruction” model.

Summer 2001 Invitational San Jose Area Writing Project.

- Worked with other teachers to develop skills in teaching writing and to critique our own writing.
- One of my pieces evolved into a publication (“Hands” in the Fall 2003 issue of *Exponent II*).

Camp Anytown Teacher Participant, 2001.

- Four-day student and staff retreat to empower students to understand & improve intergroup relations.

Marilyn Bates “Elements of Instruction” Workshops, 2000. Two levels, covering:

- Developing appropriate learning objectives, teaching to the objective, actively engaging students in lessons, monitoring student progress, and creating effective sets and closures.
- Differentiation, task analysis, levels of cognition, student motivation, retention, memory.

Other Work Experience

Research Assistant, Instructional Psychology & Technology Department, Brigham Young University

- Work with Dr. Charles Graham, one of the leading scholars in the field of blended learning.
- Participate in data collection and analysis, literature reviews, theory framing on blended learning
- Lead author on extensive literature review on all academic pieces published on blended learning (to be submitted to *Distance Education* at the end of March 2012 for publication)

Personal Historian and Small Business Owner, “Long Line of Love Memoirs”

- Work with clients to record, transcribe, edit, and polish life story into manuscripts.
- Select photographs and memorabilia, and prepare to bind and print.
- Integrated outreach & presentations to older adults and retirement centers.

Curriculum Development and Educational Volunteer/Intern (2005-2006)

Education Department, Mathers Museum of World Cultures, Bloomington, Indiana

- Developed project involving older adults and several local museums.
- Designed “Outreach Kits” for teacher use, combining museum artifacts, photographs, and PowerPoint presentations.

Assistant to the Director, Bloomington Area Arts Council, Bloomington, Indiana (2006)

- Responsible for communication with various community arts leaders and groups.
- Maintained web portal posting calendar of local arts events.
- Helped coordinate *One Book, One Bloomington* and other arts center activities.
- Worked with director on grant administration, special projects involving the board.

Interviewer and Project Member, Center for Research on Learning & Technology, Indiana University, Bloomington, Indiana (2005-2006)

- Conducted detail-oriented interviews with teachers, teacher-coaches, and principals for a project between PBS & Indiana University.
- Interpreted and analyzed interviews for what they show about effective teacher-coaching and professional development.

Resident Assistant, International Focus Dorm, Stanford University, Stanford, California (1995-1996)

- Worked with a team of one other resident assistant, three focus assistants, and two resident faculty members to plan and promote programs and activities in Stanford's International Affairs Focus Dorm.
- Counseled students in the dorm on personal and academic concerns.

EFL Instructor/Editor, Academia Istropolitana, Bratislava, Slovak Republic (1993)

- Instructed international graduate students in vocabulary, composition, and grammar.
- Edited the institute's international correspondence.

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

Brigham Young University, Ph.D. (expected 2014)

- *Program*: Instructional Psychology and Technology, focusing on blended learning.

Stanford University, Masters of Arts (1999)

- *Masters Degree* in Modern Jewish and Middle Eastern History.
- *Awarded* Mellon, Dorot, and Newhouse Scholarships.

Stanford University, Bachelors of Arts (1996)

- *Bachelors Degree, with Honors*, in International Relations.
- *Coursework* included English (minor), History, Ethics, American Studies, and Psychology.
- *Honors Thesis*: "Contested Religious Space and Time in the Reconstruction of Historical Memory: Conflict and Juxtaposition at the Tomb of the Patriarchs." Reappropriation of the narrative and physical space of the Tomb of the Patriarchs. Awarded Firestone Medal for Excellence in Undergraduate Research.

Additional Education:

Indiana University – Bloomington and **IUPUI** Indianapolis, Indiana (2005-2006)

- *Coursework* in K-12 curriculum, museum education, and older adult programming.
- Constructed front-end research for the Indianapolis Museum of Art.

Notre Dame de Namur University, Teaching Credential (2001)

- CLAD Single Subject *Teaching Credential* with English authorization.

The Hebrew University of Jerusalem, Israel (1996-1997)

- Visiting Scholar on Fulbright Fellowship Program & Raoul Wallenberg Leadership Scholarship.
- *Coursework* in Israeli Studies, Jewish Literature, Hebrew, Arabic, and Religious Studies.

Brigham Young University Jerusalem Center for Near Eastern Studies, Israel (1994)

- *Coursework* in Literature, Jewish and Arab History, Archeology, Sociology, and Religion

Awards & Honors

- Voted "**Teacher of the Year**" by students and staff at Open High School of Utah.
- Multiple **Newhouse & Dorot Foundation Travel Grants** for research & language study in Israel.
- **Mellon Foundation Fellowship** for graduate study at Stanford University.
- **Fulbright Fellowship** and **Raoul Wallenberg Leadership Scholarship**, The Hebrew University.
 - Wallenberg delved into social issues; Fulbright researched contested religious sites.
- **Phi Beta Kappa Honors Society**, Stanford University.
- **Firestone Medal for Excellence in Undergraduate Research**, for Honors Thesis.
- **Undergraduate Research Grant** from Stanford to support honors thesis research in Israel.

*The information provided will be subject to verification by the board.

BACKGROUND INFORMATION SHEET

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Taylor Halverson

Role with school Founding Board Member

Expertise: Blended Learning, Creativity & Innovation, Networking, Curriculum Design, Interdisciplinarity

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.

I have loved learning for as long as I can remember, but it has only been in the past few years that as I've reflected back on my life-time experiences I recognized that I've always been curious, always intrigued by understanding the world around me and then deeply eager to share those discoveries with others. Over time, I have come to realize that one of my major roles in life is to learn how to help others to be master learners. Luckily, I have a variety of opportunities professionally and personally to practice and develop those skills on a daily basis.

I currently work full time at Brigham Young University's Center for Teaching and Learning. I consult with faculty across campus to help them be better teachers so that students can have even better learning experiences. This consulting work requires diverse skills: communication skills, instructional design and instructional technology skills, curriculum design skills, teaching skills, negotiating skills, and networking skills, among others. My experience at BYU working at all levels from the individual faculty member all the way to department chairs, deans, and vice-presidents has taught me the role of organization, how to positively influence people and projects for good purposes, how to plan and execute large and small initiatives, and how to make things happen that no one else may have considered.

On this latter note I recently initiated the Creativity, Innovation, and Learning interdisciplinary faculty group on campus. Among other things, our group is exploring ways to enhance the teaching and learning and research of creativity and innovation on academy. There has even been discussion that our group's efforts may lay the groundwork for an eventual design school at BYU (on the order of Stanford's design school <http://dschool.stanford.edu/>) that could more meaningfully prepare the next generation of problem solvers. Also at BYU, I teach one of the most popular classes on campus (and NOT because of me, it is the class): History of Creativity in the Arts, Science, and Technology. This is a required World Civilization courses that also prepares students to be more creative in their lives. Every student is required to complete a final project demonstrating their growing creativity. Very fun! When I saw that the School of Education had no such general education offering, together with my wife, we sought to provide a creative remedy by reworking the class to focus on the skill of learning. We are now in the process of making these two semester course official at the School of Education.

In addition to course design, teaching, and committee making at BYU, I'm actively involved in research on teaching and learning (see my academic publications and presentations further below). In fact, about the time that I came on board to BYU I had a book published on blended learning entitled "Distance Education Innovations and New Learning Environments" where I explored the possibilities of blended learning in an interdisciplinary context (in that particular case, Biblical studies). I, like many others who research in this area, see that Blended Learning is the next

great promise in the evolution of teaching and learning. And I actively try to implement best practices of blended learning in my course design, teaching, and advocacy in my consulting work.

In addition to my BYU experience, I've been a part-time faculty member at Capella University, a fully online University where I have taught PhD level classes and advised PhD learners in the Instructional Design for Online Learning PhD program. Having this part-time opportunity at an innovative online university, teaching in the department that I do has provided me a valuable perspective over the years about the power of technology integrated with new learning environments.

I recognize that this particular charter school seeks to have an international component. Though I wish I were more of a citizen of the world, I've availed myself of as many opportunities as possible to immerse myself in the languages and cultures of other peoples. I've studied more than 10 foreign languages, lived extensively in three foreign countries, and lead educational travel tours to the Middle East and Mexico, Belize, and Honduras.

Though much of my background and experience is in Higher Education, I recognize the indispensable role of K-12. In fact, the habits of learning so necessary for success in higher ed and beyond incubate during the K-12 years. Indeed, I spend some of my time in my History of Creativity class each semester at BYU trying to undo black-and-white, right-and-wrong, fill-in-the-bubble-sheet-for-the-right-answer thinking that students have become so accustomed to. I train students to learn to find confidence in their own voice, their own evidence based opinions and to do so creatively. It can take time, but when students have made that turn, learned to take responsibility for their own learning and to find such ability and satisfaction in that process and new found skills, it is joy indeed.

Hence, I'm deeply interested in making an impact in the lives of young people through the judicious use and thoughtful application of the best technologies, broadly defined (incidentally, *techne*, the Greek term for technology, means art or craft – any human made tool made for purposeful uses.). From my own experience and my research, I am convinced that blended learning approaches are very promising for meeting the challenges and needs of the next generation of learners.

Not-for-Profit History:

Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

I'm a connector, an organizer, a doer. I've been involved in non-profit organizations in the past, as well as currently, in a variety of roles. When I was a graduate student at Yale University, I had the opportunity to assist in the launch of one of the first charter schools in the nation, the Amistad Academy (<http://www.achievementfirst.org/about-us/history>; <http://www.achievementfirst.org/schools/connecticut-schools/amistad-middle/about/>). I'm pleased to see the success that the Academy has had over the years to the point that they now have launched more than 20 additional schools based on the original model.

In addition to my work with the charter school Amistad Academy, I've served in leadership roles in several other non-profit organizations, directing the activities of dozens of individuals whose work impacted hundreds of people. I feel very comfortable organizing and working in large groups (in fact, I teach a 2! hour required class each week on World Civilization and Creativity to 250 undergraduates, so I know a little about working with, motivating, organizing, assessing, and helping individuals and groups).

In addition to my non-profit background, I also bring skills gained in other professional settings. For example, I'm currently on the advisory board of a Web 2.0 Start-up company whose main product focuses on improving teaching and learning. I've provided advisory services to them relate to fund raising, marketing, networking, and product design.

My full range of skills are transferable to a charter school situation where everyone will be pulling to make the school as successful as possible.!

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

WORK EXPERIENCE***2009 – Present: Faculty Consultant—Center for Teaching & Learning, Brigham Young University***

- ✓ Consult with faculty and administrators
- ✓ Provide resources, training, and expertise on best practices in teaching and learning
 - Soft skills through
 - Technology of all types

2007 – Present: Part-time Faculty—Brigham Young University

- ✓ Ancient Scripture Department
 - Book of Mormon
 - Old Testament
- ✓ Manufacturing Engineering Department, School of Technology
 - History of Creativity in the Arts, Science, and Technology

2006 – Present: Faculty—Capella University

- ✓ Instructional Design for Online Learning Department
- ✓ Teach “Theories of Learning and Instruction”
- ✓ Doctoral Qualifying Exams Reviewer

2006 – 2008 Instructional Designer & Training Lead—TEK Systems at Cisco

- ✓ Proactively led the analysis, design, development, and execution of multiple and competing projects in ambiguous contexts with tight deadlines
- ✓ Collaborated with stakeholders across organizations to drive change and adoption of new practices, processes, and tools
- ✓ Designed interactive e-learning for worldwide support services audiences
- ✓ Mentored new team members in best practices

2006 – 2008: Researcher & Translator—Brigham Young University

- ✓ New Testament Translation Project

2006: Part-time Faculty—Indiana University-Purdue University, Indianapolis

- ✓ Religious Studies Department: “World Religions”

2005: Instructor & Course Designer—Indiana University

- ✓ Religious Studies Department
 - Resurrecting Abraham: Judaism, Christianity & Islam
 - Introduction to the Hebrew Bible

2004 – 2005: Teaching Assistant —Indiana University

- ✓ Religious Studies Department:
 - Introduction to the New Testament
 - Introduction to the Hebrew Bible
- ✓ History Department:
 - Medieval Civilization

2002-2003 Project Assistant & Coordinator – Distance Masters Program Indiana University Instructional Systems Technology Department

- ✓ Designed and executed a plan to enhance the Instructional Systems Technology department's Distance Master's Program
- ✓ Persuaded executive administrators from the School of Education and the University to support the creation of new academic programs
- ✓ The programs are now among most successful academically and financially at IU's School of Education

2000-2001 Study Coordinator/Data Manager Yale Multiple Sclerosis Research Center

- ✓ Organized, scheduled, and oversaw accuracy of research, data collection and data recording for multiple studies
- ✓ Worked directly with and reported to senior research physicians and pharmaceutical companies with results
- ✓ Increased study recruitment and retention by creating a system to track progress of potential study candidates to maximize efficiency and productivity of research
- ✓ Supported a successful routine FDA audit

2000 - 2001: Teaching Assistant—Yale University

- ✓ American Studies Department
 - Formation of American Culture 1920-2001
- ✓ History Department
 - History of Medieval Europe 284-1000

1999 Administrative Assistant Amistad Academy Charter School (New Haven, CT)

- ✓ Established a working office for a new charter middle school
- ✓ Maintained computer systems, filing, correspondence and payroll
- ✓ Assisted in event planning, new teacher hiring, student recruitment, test administration, teacher preparation, and classroom planning
- ✓ Amistad Academy has grown to be one of the most popular and academically successful charter schools in Connecticut

1996 - 1997: Teaching Assistant—Brigham Young University

History Department: "World Civilization"

PUBLICATIONS (peer reviewed)

1. "Evaluation of Design Work and the Achievement of Learning Outcomes in Senior Capstone Courses." *Proceedings of 2012 American Society of Engineering Education Annual Conference & Exposition*. Robert Todd, Carl Sorenson, and **Taylor Halverson**, 2012. **ARTICLE**
2. "Industry Experience and Perspective: A Survey of Advice Brigham Young University Capstone Alumni Share with Incoming Students." *Proceedings of 2011 American Society of Engineering Education Annual Conference & Exposition*. **Taylor Halverson**, Robert Todd, Christopher Mattson, and Gregg Warnick, 2011. Paper #1822. **ARTICLE**
3. "A Case Study of How Project-Based Learning Helps Increase Interest, Understanding, and Relevance in Engineering for Learners." *Proceedings of 2011 American Society of Engineering Education Annual Conference & Exposition*. **Taylor Halverson** and Rollin Hotchkiss, 2011. Paper #1824. **ARTICLE**
4. *Distance Education Innovations and New Learning Environments: Combining Traditional Teaching Methods and Emerging Technologies*. Amherst, NY: Cambria Press, 2009. **BOOK**

ACADEMIC PRESENTATIONS

1. "Course Design" Pre-Conference half-day workshop. *Society of Biblical Literature National Conference* (Chicago, IL), 2012.
2. "Just-in-Time Teaching Tactics." *Society of Biblical Literature National Conference* (Chicago, IL), 2012.
3. "Evaluation of Design Work and the Achievement of Learning Outcomes in Senior Capstone Courses." *American Society of Engineering Education Annual Conference* (San Antonio, TX), 2012. (Robert Todd, Carl Sorenson, and **Taylor Halverson**.)
4. "Bloom into Engaging Alignment: Making Design and Learning Fun." *The Teaching Professor National Conference* (Washington, D.C.), 2012. (Susan Eliason, **Taylor Halverson**, and Ken Plummer).
5. "Fostering Engagement with Technology." *Scholarship of Teaching and Engagement Conference* (Orem, UT), 2012.
6. "Designing Engaging Learning for a Large General Education Course using Bloom's Revised Taxonomy." *Scholarship of Teaching and Engagement Conference* (Orem, UT), 2012.
7. "Using Electronic Response Systems to Enhance Close Reading Skills" *Society of Biblical Literature National Conference* (San Francisco, CA), 2011.
8. "Teaching the Bible with Technology" *Society of Biblical Literature National Conference* (San Francisco, CA), 2011.
9. "Learning Outcomes: Effective Tools and Processes" *E-Learn World Conference* (Honolulu, HI), 2011. (**Taylor Halverson** and Jeff Fox).
10. "Building Our Own Modular, Web Service-based Learning Management System: Lessons Learned So Far" *E-Learn World Conference* (Honolulu, HI), 2011. (Jeff Fox and **Taylor Halverson**).
11. "A Case Study of How Project-Based Learning Helps Increase Relevance and Motivation for Learners" *American Society of Engineering Education Annual Conference* (Vancouver, British Columbia), 2011. (**Taylor Halverson** and Rollin Hotchkiss).
12. "Industry Experience and Perspective: A Survey of Advice Brigham Young University Capstone Alumni Share with Incoming Students" *American Society of Engineering Education Annual Conference* (Vancouver, British Columbia), 2011. (**Taylor Halverson**, Robert Todd, Christopher Mattson, and Gregg Warnick).
13. "Omega and Alpha, Beginning at the End: Backward Design in Course Preparation" *Society of Biblical Literature Regional Conference* (Denver, CO), 2011.
14. "Developing Learning Communities in Higher Education Using Twitter: What Works and What Doesn't" *Scholarship of Teaching and Engagement Conference* (Orem, UT), 2011. (**Taylor Halverson** and Lisa Halverson).
15. "Teaching Philosophies Workshop: Theoretical Considerations and Practical Applications" *Society of Biblical Literature National Conference* (Atlanta, GA), 2010.
16. "Using Dropbox Technology to Implement Electronic Portfolios, Collaborate, or Backup Data." *Teaching with Technology Idea Exchange* (Salt Lake City, UT), 2010.
17. "Effective Uses of Discussion Forums for Biblical Studies Courses at a Distance." *Society of Biblical Literature National Conference* (New Orleans, LA), 2009.
18. "A New Software Resource for Learning Biblical Hebrew." *Society of Biblical Literature National Conference* (New Orleans, LA), 2009. (Donald Parry, Samuel Smith, and **Taylor Halverson**).
19. "Whose Classroom? Learning Strategies for Distributed Learning in Religious Studies." *SBL/AAR Midwest Regional Conference* (Deerfield, IL), 2005.
20. "Instructional Technology for Religious Studies." *Religion and Technology Symposium* (Bloomington, IN), 2005.
21. "Technology, Teaching, and Critical Thinking: An Emerging Theory." *Theology and Pedagogy in Cyberspace II* (Chicago, IL), 2004.

BOOK PROJECTS

- History of Learning in the Arts, Science, & Technology, pre-1500 (with Brent Strong, Mark Davis, and Lisa Halverson)
- History of Learning in the Arts, Science, & Technology, post-1500 (with Brent Strong, Mark Davis, and Lisa Halverson)

TEACHING EXPERIENCE

- Introduction to World Religions
- Introduction to the Old Testament
- Introduction to the Book of Mormon
- Resurrecting Abraham: Judaism, Christianity, and Islam - Past & Present
- History of Creativity in the Arts, Science, & Technology, pre-1500
- History of Creativity in the Arts, Science, & Technology, post-1500
- Theories of Learning and Instruction

COURSES IN DEVELOPMENT

- History of Learning in the Arts, Science, & Technology, pre-1500
- History of Learning in the Arts, Science, & Technology, post-1500
- Tools for Studying, Sharing, and Applying the Scriptures

ACADEMIC COMMITTEES

- *Creativity, Innovation, and Learning Group*, Founder and Co-chair, Brigham Young University
- *Business Acumen*, Section Leader, LDS Instructional Design Community
- *Innovation Academy*, Advisory Board, Brigham Young University
- *Academic Teaching and Biblical Studies*, Steering Committee Member, Society of Biblical Literature
- *Ancient Near Eastern Studies – Committee of the Whole*, Brigham Young University

CONSULTANT FOR ACADEMIC PROJECTS

- Analytical Reading Tool (CTL)
- Archives and Archival Research (Library)
- BYU Capstone Alumni Survey (Mechanical Engineering)
- BYU Capstone Team Formation (Mechanical Engineering)
- BYU Learning Communities (BYU General)
- BYU Learning Suite (BYU General)
- BYU Publications Exhibit Booth (BYU General)
- BYU Student Website - OneStop Website (BYU General)
- Center for Teaching and Learning Seminars (CTL)
- Communication Island (Electrical Engineering)
- Cool Apps Contest (CTL)
- Fluid Dynamics (Civil Engineering)
- Global Health and Human Diversity (Nursing)
- Information Technology Visualization (School of Technology)
- Language Teaching Methodologies (Spanish & Portuguese Department)
- Maxwell Institute Resources
- New Faculty Teaching and Learning Orientation (Nursing)
- Nursing Care of Adults with Acute and Chronic Illnesses (Nursing)
- Rank and Status Policies (BYU General)
- Student Learning Portfolios (German Department)
- Teaching Tips (CTL)
- Technology Training (CTL)
- Travel Abroad Preparation Training (Nursing)
- Welsh Transcription (Humanities)

AWARDS

- Larson Award for Course Design
- Indiana University Chancellor Fellow
- Nibley Fellow

LANGUAGES

Primary: Spanish, Hebrew (Biblical), Greek (Koine)

Secondary: German, French, Akkadian, Ugaritic, Hebrew (Modern), Arabic (Classical & Egyptian), Aramaic

EDUCATIONAL TRAVEL TOUR LEADER

2012: *Israel* – Will lead and teach a group of LDS travelers to sacred sites throughout the Holy Land. Old & New Testament focus.

2011: *Honduras, Belize, & Mexico* – Led and taught a group of LDS travelers to sites in Mesoamerica. Book of Mormon focus.

2009: *Israel* – Led and taught a group of LDS travelers to sacred sites throughout the Holy Land. Old & New Testament focus.!

PROFESSIONAL

Advisory Board Member, Via Response (<http://viaresponse.com/>), Web 2.0 Start-up Company that Connects Learners, Teachers, & Content.

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

Ph.D. Judaism & Christianity in Antiquity, Indiana University (2001-2006)

Ph.D. Instructional Systems Technology, Indiana University (2001-2006)

M.S. Instructional Systems Technology, Indiana University (2001-2004)

M.A. Biblical Studies, Yale University (1998-2001)

B.A. Near Eastern Studies, Brigham Young University (1990-1997)

*The information provided will be subject to verification by the board.

Background Information Sheet

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name _____ Gregory H. Jackson _____

Role with School _____ Board Member _____

Expertise Extensive past education sector fundraising and non-profit leadership experience; international business expertise and relationships coupled with expertise in technology-assisted educational delivery

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.

I have a strong commitment and affinity for the stated purposes, goals and much-needed innovation that this new charter school will bring to the state of Utah. I have long felt that the state has never taken full advantage of the core role that it could play as a hub for international education and business. I expect to bring to the Board a visionary perspective of how education in the 21st century can be accelerated and improved through new forms of technology-assisted learning that is now possible with the integrated and intelligent use of the tools available. The current US model of education is in many ways broken and not working for most of our K-12 and college students. Education is the key to America's economic growth and our ability to compete in the global economy. It is time to transform American education by collaborating to redesign current structures for effectiveness, efficiency and flexibility.

I am very pleased and excited to be involved with the establishment of the American International School of Utah. I firmly believe AISU has the potential of becoming an international magnet for change in state of Utah, the nation and the world. It is time to establish just such a model and Utah is a good place to implement such a venture.

My background and experience with over 35 years and careers in international finance and business and the education/non-profit sectors offers a uniquely balanced global perspective to the Board of AISU. This is especially true if the school expects to bring about its public/private school hybrid school model where local and international students are expected to work beside each other in a mutually supportive educational setting. I strongly agree with others that the most significant obstacle to improving the performance of our schools is the traditional teacher-centered organizational structure that is still pervasive and a more student-centered dynamic learning not teaching-centered transformative paradigm shift is necessary.

I expect to also make contributions as a board member of AISU in the building international business and educational relationships, fundraising and technological integration.

NOT FOR PROFIT HISTORY

Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

During my career in the educational and non-profit sector, I have personally assisted over 7 organizations to establish their non-profit IRS exempt status. These have included the International Network for Education and Technology, New Vista International Education Foundation, Dyslexia Tutoring of Utah and the Blue Mountain Diné Foundation. The non-profit organizations listed below are those where I have also taken a role as a Director, Officer or major fundraising advisor.

A CHILD'S HOPE FOUNDATION (2004 to 2008)

Position/Role: Member of Board of Directors; strategic planning and fundraising consultant.

- Director - China/Asian adoption project (www.achildshopefoundation.org)

The CP80 FOUNDATION - (2006 to 2007) (www.cp80.org)

Position/Role: Fundraising consultant and senior advisor.

- 501(c) 6 non-profit advocacy seeking legislative change in U.S. State and Federal government to allow a Clean Port Internet Channel—the only way technologically to safely protect children and families and provide them with a choice to restrict pornographic materials and online predatory practices.

THE QUEST FOUNDATIONS GROUP – (1998-2003) - Senior Officer, Fund-raising specialist / Board Member and Management Consultant to this group in the following significant roles:

Position/Role: *Executive Director - The Quest for the Gift of Life Foundation, Salt Lake City, UT (2000 to 2003)* - Primary Cause: Organ Donation

- Founding Board Member and Director/Manager of fundraising and development strategies
- Significant success achieved - \$1.8 Million in donations in 2001 alone
- Grant writer for all federal and other grant solicitations
- Assisted with capital campaign formation and management, major gifts and fundraising initiatives

National recognition received from U.S. Dept of Health and Human Services for outstanding community education and development; used as a model example for others to follow in creative solutions for increasing donor consent and saving lives through organ and tissue transplantation

THE PARENT PROJECT FOR MUSCULAR DYSTROPHY - (1992-1996) - Founder and Treasurer.

Helped the organization obtain 501 (c) 3 approved status and afterward served as both an officer and Board of Trustees member. Assisted the Parent Project to grow from establishment to an annual organizational budget and funds raised of over \$3million in 3 years

EMPLOYMENT HISTORY:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

I have had dual careers in both international business and higher education. Outlined below are the separate employment histories and roles I have chronologically played in both of those careers.

EMPLOYMENT HISTORY HIGHER EDUCATION SECTOR

UTAH VALLEY UNIVERSITY, OREM, UTAH (1992- PRESENT)

Current Position -Director – Grants and Development – Student Affairs (7/2002 to Present)

Responsible for Development and fundraising activities for Student Affairs, Student Life and Strategic Planning Areas of the campus. Over \$63 million in major grants and donations raised over the last 12 years.

◆ *Director - Year 2000 Project (Y2K) - (1/1998 to 1/2001).* Led and managed the college-wide effort for computerized systems transformations in preparation for the year 2000. Budget: \$1.8 million. Coordinated State Higher Education legislative and technical initiatives with Utah State Government.

◆ *Director - Electronic Campus Projects - Utah Valley State College – (10/1996- 12/1997)* Responsible for overseeing content and course development, integration of computer/Internet systems for community-wide delivery via a network of external distance learning centers and systems to 180 locations. (State of Utah Education Network - Western Governors University)

◆ *Principal Investigator and Director- (10/1996 to 9/1998) - National Science Foundation Grants: UVSC-UVNET Wireless Internet Connections Project and 2) UVSC-Native American Community College Wireless Internet Connections Project. (Both 18-month Projects*

◆ *Administrative Director - The Intermountain Manufacturing Education and Training Partnership (IMET) - (1994-1997)* An \$800,000 National Science Foundation funded consortium Grant Project). Project Manager- IndusNet – Educational training consortium in Utah, Idaho, Wyoming, 10-state online Internet guide to Education, Training and Employment opportunity in 4 western states.

EMPLOYMENT HISTORY –INTERNATIONAL BANKING – (1975-1991)

17 years of increasingly responsible senior management results-oriented experience in the International banking and financial service sectors with Fortune 500 companies:

1989-1991 First City, Texas, Houston N.A., Houston, Texas (part of JP Morgan & Chase)

Senior Vice President and Group Manager, Asia/Pacific

Responsible for Singapore Branch, Tokyo, Hong Kong, Houston Asia/Pacific area administration and results of the entire division. Staff of 200 persons, Assets: \$1 billion

1981-1989 - Security Pacific Corporation (now merged with Bank of America)

Security Pacific Asian Banking Group Head rose to position as: Vice Chairman and Chief Operating Officer – Organization of 1800 persons in 12 countries. Assets: \$6 billion;

Net-high profit increased in 7 years from \$5 million to over \$100 million. Incumbent strategically conceptualized and transitioned build-up of highly coordinated government and public relations, marketing and services approach throughout this large Pacific Rim organization resulting in outstanding growth, corporate cultural integration and improved bottom-line results.

1975-1981- Chemical Banking Corporation (in New York and Hong Kong)

Assistant Vice President, Credit Manager; Manager, China Relations , Hong Kong Branch).

EDUCATION HISTORY:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

Ph.D. in International Education - The University of Buckingham (U.K, Currently ABD – all but dissertation status) early 2012 – Dissertation Topic: *“Toward a Balanced Synthesis of Western Analytical and Indigenous Holistic Educational Learning.”*

MBA – The Thunderbird Graduate School of International Business, Arizona - Master of International Management with major in Finance and Accounting, High Honors, 1975-GPA 3.78

BA - Brigham Young University, Chinese (Mandarin) and Asian History; Minors in Japanese and Asian Studies, Magna Cum Laude with Highest Honors, 1973, GPA 3.84

DIPLOMA IN CHINESE LAW - University of East Asia, Hong Kong/Macau, March 1987

1. Special Skills and Capabilities

◆ **Multi-lingual** – English (Native), Mandarin Chinese (fluent), Japanese and Cantonese (conversational)

◆ **Technology** - Special expertise as a consultant and business building in IT technology, telecom systems and technology-assisted learning software development

*The information provided will be subject to verification by the board

Background Information Sheet

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: M. Richard Maxfield

Role with school: Board Member

Expertise: School management, Educational Improvement, Educational Technology, Learning Systems, Minority Education

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.

My role as a board member is to work with other board members in formulating effective and efficient policies and practices necessary to carry out the mission of the school while vesting priority in the learning and development of enrolled students. I have had U.S. and International experience in both academic, technical, and developmental strategies for children and young adults.

Not-for-Profit History:

Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

Member of Salt Lake City School Board
Member of Utah State Board of Education
President, Richfield Area Chamber of Commerce
Chairman, Utah Corrections Industry Board
Service on numerous state education and legislative committees
Board, Six County Economic Development District
Board, Panoramaland Resource Conservation and Development Council
Founder Arbi-Court; mediation and arbitration service
Consultant to several NGOs
National Monetary Reform Committee
Governors Board of Juvenile Justice and Delinquency Prevention
Utah representative to the White House Conference on the Family
Utah representative to White House Conference on Character Education
Consultant to the government of Thailand on the development of 70 new technical centers

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

LDS Church Department of Seminaries and Institutes; teaching

Utah State Office of Education; development of statewide computer program for education
Alaska Department of Education; development of statewide computer system
Utah State Office of Education; Executive Secretary to Administrative Council and staff to the three
Associates State Superintendents
Private consulting in business and education
Education director and author for the National Center of Constitutional Studies
CEO of the Sevier Valley Applied Technology Center

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

B.S. University of Utah; Physical Sciences
M.A. Brigham Young University; Educational Psychology
Graduate work Utah State University; Educational Psychology
Ph.D. Brigham Young University; Educational Psychology

*The information provided will be subject to verification by the board.

BACKGROUND INFORMATION SHEET

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Elizabeth Webster

Role with school board member

Expertise traditional public education teacher

Statement of Intent:

Nothing is quite as important to me as the promotion of tolerance. What does 'tolerance' have to do with AISU?

I have traveled the world, have lived with host families, have hosted foreigners, have learned other languages, have eaten unmentionable foods, and have encountered and conversed with people of nearly every faith, every societal class, and a wide variety of paradigms. Not only do I feel that this has made me a much more cosmopolitan person, but it has engendered a kind of fire within me; one that feeds on new experiences, different ideas, a hunger to learn, and a desire to understand others.

In the classroom, this translates to a longing to pass this on to the students; to see them discover others' backgrounds and thought processes, to become accepting of people, ideas, and beliefs that are different than their own. I tell stories from my experiences, I ask questions, and I push students to define their own paradigms. This process then encourages the students to discover what their own ideas are; to discover their role in society; to question their own contribution to the world.

AISU is the kind of school where the premise of a "globally-minded" classroom, a "civic-minded" student, and an "internationally-aware" citizen can be cultivated. It is the kind of environment where "different" is championed and "novel ideas" are the norm. If the curriculum is technology-driven, how can the students help but to discover various opinions? How can they help but form their own views? And how, in an environment with peers from around the world and a room full of kids who learn differently, can they help but learn tolerance?

As I have practiced the aforementioned ideas in my own classrooms, I have had many students respond with things like, "Wow, I didn't know I had so many options!" "Other people think that?" "Thanks for helping me do something different."

Not-for-Profit History:

As a secondary school teacher, my organizational experience is extensive, from planning classes, to mentoring, to coaching, to organizing events. Additionally, I have contributed to the organization of various non-profits, including Kenya Keys and the Center for Cultural Interchange. Moreover, as a representative of the Global Classroom Project (a collaboration between Kenya Keys and U.S. Synthetics), I have promoted educational support in Kenya, as well as directed an annual 5K (among other fund raising efforts) for our sister school in Mtulu, Kenya.

Employment History:

2008-present: Teacher, Merit College Preparatory Academy

- German, Financial Literacy, College Preparatory Seminars, Language Arts 12, and World Religions for students in grades 9-12.
- Received Teacher Leadership Award through student nominations
- Designed curriculum for University Preparation Seminars and Mentoring program
- Member of UFLA and AATG
- Organized ski/snowboard program with local ski resort
- Petitioned for SEVP certification
- Exchange student coordinator for J-1 and F-1 students
- Race Director for annual 5K fund raiser for sister school in Kenya

2008-2011: Local Coordinator, Center for Cultural Interchange

- Place and supervise exchange students in Utah public schools
- Provide orientation and support for students and host families

2006-2008: German Instructor, University of Utah

- Taught 1st, 2nd, 3rd, and 4th semester German courses
- Created lesson plans and tests and taught undergraduate German as a Teaching Assistant in the MALP Program (Master of Arts in Language Pedagogy)

2007: German Instructor in Kiel, Germany

- Taught beginning and intermediate German to students from the University of Utah who were studying abroad at Christian Albrecht University in Kiel, Germany

2006: English Teacher, World Passport Organization

- Taught English as a second language at several schools in Taiwan

Education History:

MA Language Pedagogy: University of Utah, 2006-2008

BA German Literature: University of Utah, 2005-2006

Requisites for pharmacy school: Southern Utah University, 1999-2003

*The information provided will be subject to verification by the board.

Background Information Sheet

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Wendy Woodfield

Role with school Founding Board Member

Expertise: Blended Learning, Law, Networking, Curriculum Design, Group Organization/Leadership

Statement of Intent:

Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.

As other children at my elementary school publicly announced their intentions to attain traditional childhood dreams (e.g. becoming professional athletes), I quietly began working towards my own desired roles, (1) community/organization builder and (2) teacher/mentor.

I took advantage of opportunities to become a community/organization builder and a teacher/mentor even as a teenager. For example, I joined the Youth City Council, served as a junior member of the executive committee that started my home town's first library, tutored children in reading and mathematics, and joined the Congressional Youth Advisory Committee to provide recommendations to our congressman regarding educational finance and the voucher system. Upon graduating from high school, I received our community's public service college scholarship for contributing the most quality/quantity of service to my community.

I continued acting as a community/organization builder and a teacher/mentor during college and graduate school. I received formal degrees/education and experience in history, political science and law. I also participated on boards, organized community/events, and participated in other activities outlined in further detail below. I also took advantages of opportunities to volunteer and work abroad, including 1.5 years volunteering in northern Argentina, one-half year teaching in eastern Taiwan, law firm and internship in Hong Kong, China, and short-term visits to El Salvador, China, and the Philippines. From these experiences, I became fluent in Spanish, began learning Mandarin Chinese, and developed a deep love for language acquisition/teaching. I also gained experience as a teacher/mentor by teaching labs and acting as a teaching assistant at the university in history and the introductory sciences.

Following graduation from law school, I worked as an attorney at a law firm Vault ranks as one of the 100 most prestigious law firms in the world. I represented major corporate clients in areas including contract law, corporate organization and finances, tort law, and property law.

I wanted to take my legal experience and use it to further my goals to serve as a community and organization builder and teacher/mentor. My conclusion was that I would obtain a degree/formal expertise in education, organize an exceptional charter school, manage its legal and pedagogical aspects with my legal and educational expertise, and, thus, build the community by serving the children with effective teaching and mentoring.

Accordingly, I gained admittance to Brigham Young University's Instructional Psychology and Technology PhD program. Since beginning the program last year, I have published/been accepted for publication in the areas of educational technology trends and blended learning implementation. I have also acted as an independent consultant regarding secondary education accreditation requirements in Utah, developed a model

educational technology implementation plan for the Greaves Group, and assisted in developing the curriculum for a blended learning professional development course.

At present, I am working for Brigham Young University's Center for Teaching and Learning and researching blended learning implementation strategies at twenty other institutions as part of my dissertation. Next semester, I plan on teaching educational technology courses for pre-service teachers in a blended learning format.

My colleagues at BYU advised me of AISU and its objectives. I was impressed with AISU, reviewed its current documentation and personnel descriptions, and I determined that I would like become involved with its organization. The following factors of the charter school are especially interesting to me/relate to my background: the school's language acquisition focus, its anticipated ties to Asia (especially China), the legal questions that arise with an emerging entity such as a charter school, and the opportunities to implement blended learning in a K-12 atmosphere.

In sum, my hope is that I may use my legal and pedagogical training and experience as a community/organization builder and teacher/mentor to serve the founding board well in developing an exemplary charter school that will effectively serve the children in our community.

Not-for-Profit History:

Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

I organize and manage large-scale operations and events as a member of non-profit boards/leadership teams. With the following experiences in (1) the operation and management of a nonprofit groups and organizations, (2) serving on governing boards, and (3) organizing and managing individuals and events, I hope to serve effectively as a founding board member of this school (examples include the following (political affiliations omitted in titles)):

Utah County Political Party Executive Committee

Organization Officer, 2011-12

Managed the regular operations of a major county political party and organized county political events, including a convention for over 1,300 attendees

United States House of Representatives Campaign

Deputy Campaign Manager/Grassroots Organizer, 2010

Managed and coordinated the actions of over 1,000 campaign volunteers in 17 counties

United States Senate Campaign

Event Organizer, 2010

Organized and executed major campaign events in Salt Lake and Utah County

J. Reuben Clark Law Society

Board Member, 2008-09

Organized educational seminars and large-scale events for LDS attorneys in the Phoenix area

Women in the Law

Founding Board Member, 2007-09

Founded a networking and legal education organization for LDS female attorneys in the Phoenix area

BYU Law Review Board

Lead Articles Editor, 2006-07

Managed journal operations and members, selected articles for publication, and acted as liaison with authors

Federalist Society Board

Board Member, 2006-07

Organized events and political/educational opportunities for approximately 450 law students

International Law and Religion Symposium

Executive Team, 2005

Organized and executed an international conference featuring worldwide legal and political leaders

The 12th World Conference of the International Society of Family Law

Executive Team, 2005

Organized and executed an international family law conference for a society featuring members from 55 nations

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Selected Experience in Education & Academic Programs/Operations**Center for Teaching and Learning, Brigham Young University**

Organizer/Researcher, 2011-12

Organized and executed a university-wide exposition of the university's new learning management system
Evaluated the effectiveness of the learning management system among students and instructors

Department of Instructional Psychology and Technology, Brigham Young University

Researcher, 2011-12

Researched and published logistics of implementing blended learning at an institutional level

Blended Learning Initiative, McKay School of Education, Brigham Young University

Curriculum Developer, 2012

Developed curriculum and online content for a blended learning professional development course

The Greaves Group

Independent Consultant, 2012

Developed a model plan for K-12 educators to execute a one-to-one technology implementation

Secondary School, Mexico

Independent Consultant, 2012

Advised independent secondary school organizers in Mexico on the feasibility of satisfying high school curriculum requirements in Utah

Kaplan/PMBR

Instructor/Attorney, 2010-12

Drafted model bar exam answers for secured transactions, contracts, and other areas of law
Instructed university students preparing for the LSAT

J. Reuben Clark Law School, Brigham Young University

Teaching Assistant, 2006-07

Taught class sessions and regularly met with individual students to provide feedback on their legal writing skills

Owl Preschool (貓頭鷹學齡前), Hualien, Taiwan

Instructor, 2004

Instructed Chinese pre-school, secondary, and adult students in a language-immersion environment

Physical Science Department, Brigham Young University

Teaching Assistant, 2000-03

Taught labs of approximately 30 students and tutored individual students in physics, biology, chemistry, etc.

History Department, Brigham Young University

Teaching Assistant, 2000-01

Taught review sessions and tutored individual students

Selected Experience in Law/Finances

Bryan Cave, LLP, Phoenix, AZ

Attorney, 2007-2009

Represented banks, corporations, and individuals as a civil litigation associate at a Vault 100 law firm

United States District Court, District of Utah, David Sam

Judicial Intern, 2007

Primary researcher and initial author in the court's decision regarding an entity's First Amendment rights

J. Reuben Clark Law School, Brigham Young University

Dean's Fellow, 2006-07

Presented seminars and mentored individual students regarding law school exam performance strategies

United States District Court, District of Utah, Judge Paul G. Cassell

Judicial Intern, 2005

Authored the court's decision in a seminal 2005 case regarding the propriety of a governmental entity's actions

Centro Hispano

Legal Adviser, 2005

Volunteered to provide free legal advice to Spanish-speaking members of the community

International Legal Counsel, Hong Kong, China

Legal Intern, 2005

Represented an international non-profit religious entity's legal interests in China and other Asian nations

Education History:

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

Ph.D. Instructional Psychology & Technology, Brigham Young University (2011-Present)

J.D. *Law, Brigham Young University (2004-07)*

Cum laude

Convocation Speaker

J. Reuben Clark Award

B.A. *History (major), Political Science (minor), Brigham Young University (1998-2003)*

Magna cum laude

ORCA Research Award/Grant

*The information provided will be subject to verification by the board.

Background Information Sheet

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Michael H. Farley

Role with school Board Member

Expertise Charter school start-ups, non-profit organizational development, school administration

Statement of Intent:

Educational reform has been my driving passion for more than 25 years. As I am primarily responsible for the conceptual development for AISU, the AISU charter application represents my aspirations for what school can be. I believe that the effective use of technology is a critical element in a comprehensive strategy to dramatically improve student-learning outcomes—by individualizing education to a degree that has not been possible in the past. I believe that the hybrid/flex model we have proposed will emerge as one of Utah's most effective school models. I also have a strong interest in helping students increase their global awareness and to become engaged in meaningful causes locally and globally. Providing our students the opportunity to go to school with students from around the world will significantly enrich their school experience.

I have been involved in the charter school movement for nearly two decades. In 1994 I helped establish the Charter School Initiative at Central Michigan University and assisted 30 schools through the authorization process and in overcoming the challenges associated with successfully opening their doors. Later, I was the founder and administrator for the Woodland School, which opened in Traverse City, Michigan in the fall of 1996. In this capacity, I was able to convince an investment-banking firm to consider charter school facilities as a new market niche for tax-exempt bonds. Our school was the first in the nation to gain the backing of an investment bank for long-term tax-exempt financing.

In subsequent years, while serving as the Director of Education for the George C. Marshall Foundation, I led the effort to establish Phoenix Military Academy, one of the first "Gates Small Schools" in Chicago, Illinois. In 2006, I served as the Founding Director of Entheos Academy in the Kearns area of Salt Lake Valley. In 2009 I received a Masters Degree from Arizona State University as a National Fellow in the Leadership for Educational Entrepreneurs Program. This hybrid program that combined courses from both the MBA program and Educational Administration was designed specifically for charter school leaders.

I am fully committed to seeing the vision for AISU realized.

Not-for-Profit History:

Most of my work has been in the non-profit sector. In addition to the school start-up experience outlined above, in 1986 I served as the founder and executive director for the Young Astronauts of Utah, developing a state-level implementation model for the national Young Astronaut Program, a private-sector initiative of the Reagan administration. Jon Hunstman (Sr.) served as the chairman of the board for this entity, and Senator Jake Garn as the Honorary Chairman. Our advisory board included Utah's

governor and the leader of every key educational organization in the state—including the Chairman of the State Board of Education. I was responsible for organizational development, public relations, marketing, fund raising, providing teacher in-service training, and managing the organization’s finances.

In 1989 I developed an inner-city college internship program that included participation of ten universities. I was responsible for conceptual development, staffing, intern recruitment, fund raising, governmental relations, etc.

Later, I served for six years as the Director of Education for the George C. Marshall Foundation—an established non-profit organization with a board that included Dick Cheney, Colin Powell, and George Will, along with a number of retired three- and four-star Generals and various business leaders.

I also served as a founding board member for the China Rural Education Foundation.

Employment History:

Current

Harmony Educational Services / Harmony Global Education Foundation. I have joined the Harmony team to help develop Harmony’s 501(c)(3) non-profit organization and coordinate the effort to establish an internationally-oriented hybrid/flex charter school—American International School of Utah.

2011 - 2012

CEO, Meridian International Schools, Orem, Utah. This organization is a wholly-owned subsidiary of China-based Align International Education Group, a start-up organization working to develop innovative educational programs in China and the U.S.

2008 to 2010

Founder/Owner, Your School IT, Alpine, Utah. Developed highly reliable, cost-effective technology solutions for schools. [Note: my assumption that school technology was a “recession-proof niche” was misguided, and I was compelled to close this business.]

2005 to 2008

Director, Entheos Academy, Kearns, Utah. As the founding director of Entheos Academy, a K-8 charter school, I was responsible for recruiting and hiring teachers and staff; overseeing professional development and program implementation; public relations; and financial management (\$3 million annual budget), along with general administrative duties. Entheos Academy opened fall 2006 with an enrollment of roughly 425 students, with more than 2000 students on the school’s waiting list.

1999 to 2005

Director of Education, George C. Marshall Foundation, Lexington, Virginia. My work in this capacity included the following:

- Overseeing the conceptual development and creation of *20th Century Virginia Role Models*, a standards-based interdisciplinary enrichment program designed to promote character development while enhancing students’ historical understanding.
- Obtaining an \$880,000 grant through the U.S. Department of Education to promote character development through community service, and serving as the grant administrator.
- Responsible for the conceptual development of a small high school model integrating JROTC and service learning with an innovative core academic program.

- Assisted in the initial implementation of Phoenix Academy in Chicago, Illinois as a pilot JROTC Service Corps Academy. This included securing a \$500,000 implementation grant, serving as fiscal agent, and assisting with all aspects of program development and administrative functions.
- Preliminary program development of a middle school program, including the conceptual development of *Champions By Choice™*.

1995-1998

Founder and Chief Executive Officer, Woodland School, Traverse City, MI. Developed charter proposal and secured authorization to establish charter school that serves approximately 200 students in grades K-8. Responsibilities included strategic planning; site selection; staff recruitment and development; obtaining start-up, interim, and long-term financing (including positioning the school to be one of the first charter schools nationally to utilize a tax-exempt bond mechanism to finance the purchase of a facility); developing and managing an annual operating budget of approximately \$1.2 million; grant writing; marketing and public relations; oversight of legal and regulatory affairs; and facilitating school governance at board and staff levels. In addition to administrative responsibilities, I taught on a part-time basis.

1994-1995

Associate Director, Charter Schools Office, Central Michigan University, Mt. Pleasant, MI. Encouraged CMU to adopt a more aggressive, entrepreneurial approach to charter schools, enabling the university to establish itself early on as a national leader in the charter school movement. Developed the application process, assisted in the development of general policy and selection criteria, and personally assisted more than thirty groups through the authorization process. Primary responsibility was to assist groups in the process of opening and operating successful charter schools. Wrote successful proposal for \$500,000 in state funding to support a charter school resource center at CMU.

1992-1994

Co-founder and Board Member, Aspen Village School, American Fork, UT.

Developed philosophical framework and school concept, pulled together core group of founders, coordinated efforts in staff recruitment, marketing, fund raising, and site selection. For my work on this project I received the *President's Research and Creativity Award* at BYU. [Note: this was not a paid position but became a nearly full-time volunteer effort while I was in school to get an elementary teaching credential.]

1989-1991

Director, Champions Service Corps, Chiefs of Police National Drug Task Force, D.C. Responsible for conceptual development and implementation of the Service Corps initiative. This included: fund raising from both public and private sources at local and national levels; coalition building at local level; securing participation of ten universities; intern recruitment; staff selection and development; coordination of intern involvement with schools and social service agencies; general administration.

1985-1987

Executive Director, Young Astronauts of Utah, Salt Lake City, UT.

Developed a state-level model to promote and administer the Young Astronaut Program, a private-sector initiative of the Reagan administration designed to enhance math and science education at the elementary and middle school levels. Responsible for organizational development, strategic planning, public relations, marketing, and fund raising. Conducted school-wide assemblies, teacher in-service, and classroom-based presentations/activities. Efforts resulted in program reaching 78% of schools in the state.

1984-1985

Director, Early Warning, *National Election Services, Alexandria, VA.*

Began as a student intern and was then hired to develop and implement a strategic media tracking service purchased on behalf of more than eighty congressional and senatorial candidates during the 1984 election cycle. Responsible for the collection, retrieval, processing, and validation of data collected by a team of 150 individuals nationwide. Quoted in Newsweek magazine and interfaced with top strategists in the Republican party.

Education History:

Masters in Educational Administration

National Fellow, Leadership for Educational Entrepreneurs (sponsored by U.S. Ed Dept.)

(this hybrid program included Ed Admin and MBA coursework)

Arizona State University, 2008

3.94 GPA

B.S., Political Science

Brigham Young University, 1989

3.8 GPA, Cum Laude, Phi Kappa Phi

Elementary Teaching Credential (1-8)

Brigham Young University, 1998

(Level 1 Utah Professional Educator License expires 6/30/2012)

*The information provided will be subject to verification by the board.

Appendices

Appendix A: Charter School Lottery Policy

American International is a public charter school that does not discriminate on the basis of disability, race, creed, color, gender, national origin, or religion. AISU admissions and transfer policies comply with the Utah Code [53A-1a506.5](#).

AISU fills its student enrollment based on the following priority:

- 1. Open Enrollment** Once a student has been admitted to the school through an appropriate process, he or she may remain in attendance through subsequent grades. A new applicant for admission to the charter school, however, would be subject to the lottery if, as of the open enrollment closing date, the total number of applicants exceeds the number of spaces available at the school. Open enrollment dates will be publicly announced and will adhere to Utah state statute.
- 2. Lottery Selection** A lottery is a random selection process by which AISU admits applicants. AISU will use a lottery if, during the open enrollment period, more students apply for admission to the charter school (in any grade) than can be admitted. During a public meeting, an accepted lottery process will be used to select students. The random drawing will begin with twelfth grade, proceeding down through kindergarten, and each student is assigned a number identifying the order in which they are drawn. Following the lottery, preferential enrollment is addressed and classes are filled to capacity using the sequence obtained from the lottery drawing. When a student is admitted to the school through the process, all siblings of that student are admitted immediately, if space is available. If space is not available for a particular grade, that sibling will be placed on the waiting list. Students not selected will remain on a waiting list, preserving the order as determined by the lottery, giving preference to siblings of attending students. AISU will notify applicants of the lottery results within two weeks. Students placed on the waiting list will be given the opportunity to attend the school if openings become available during the school year. Families will be notified and students have three school days to accept the opening. Students who apply after the enrollment period will be admitted as space allows or will be added to the waiting list through subsequent lotteries.

Transfer and Withdrawal Policy

Student transfers between Utah's public charter schools and school districts are governed by Utah State Law.

Before June 30, 2014: If a student has accepted enrollment to AISU for the 2014-15 school year and the parent wishes to withdraw the student from AISU for enrollment in his or her school district of residence for the 2014-15 school year, the student's parent must submit a notice of intent to enroll to AISU administration no later than June 30, 2014.

If a student has accepted enrollment to AISU for the 2014-15 school year and the parent wishes to withdraw the student from AISU for enrollment in another Utah charter school for the 2014-15 school year, student's parent must submit a notice of intent to enroll to the school along with their letter of acceptance from that charter school to the AISU administration no later than June 30, 2014.

If a student's application for registration at AISU has been approved and the student wishes to enroll but has already accepted enrollment at another Utah charter school for the 2014-15 school year, the student's parent must inform the other charter school of their intent to enroll at AISU and must also submit the letter of acceptance from AISU to the other charter school no later than June 30, 2014.

After June 30, 2014: If a student has accepted enrollment to AISU for the 2014-15 school year and the parent wishes to withdraw the student from AISU for enrollment in another Utah charter school or school district, the parent of a student enrolled at AISU must obtain approval from both the AISU administration and the Utah school district or charter school in which enrollment is sought.

If a student wishes to enroll at AISU but has accepted enrollment to another Utah charter school for the 2014-15 school year, the student's parent must obtain approval from both the AISU administration and the Utah charter school in which the student is already enrolled.

Student records will be released as soon as all appropriate paperwork is completed.

Appendix B: Budget Form

American International School of Utah		Fiscal Year: 2014		
Revenue		Planning Year		
Total Revenue From Local Sources (1000)		\$0		
Total Revenue from State Sources (3000)		\$0		
Restricted Federal Through State		\$0		
Total Revenue from Federal Sources (4000)		\$0		
Private Grants & Donations :		\$0		
Source(s) (<i>specify</i>)		\$0		
Loans:				
Commercial		\$0		
Contributions and Donations from Private Sources		\$0		
Other: Charter School Start-up Loan		\$300,000		
Total Revenue from Other Sources (5000)		\$300,000		
Total Revenue		\$300,000		
Expenditures		Number	Salary/Cost	Total
131	Salaries - Teachers			\$0
132	Salaries - Substitute Teachers			\$0
161	Salaries - Teacher Aides and Paraprofessionals			\$0
100	Salaries - All Other			\$0
	Total Salaries (100)			\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits (<i>specify</i>)			\$0
	Total Benefits (200)			\$0
300	Purchased Professional and Technical Services			\$0
600	Instructional Supplies			\$0
641	Textbooks			\$0
	Total Supplies (600)			\$0
700	Property (Instructional Equipment) (700)			\$0
800	Other Objects			\$0
810	Dues and Fees			\$0
	Total Other Objects (800)			\$0
Total Instruction (1000)				\$0
141	Salaries - Attendance and Social Work Personnel			\$0
142	Salaries - Guidance Personnel			\$0
143	Salaries - Health Services Personnel			\$0
144	Salaries - Psychological Personnel			\$0
152	Salaries - Secretarial and Clerical			\$0
100	Salaries - All Other			\$0
	Total Salaries (100)			\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits			\$0
	Total Benefits (200)			\$0
300	Purchased Professional and Technical Services			\$0
600	Supplies			\$0
700	Property			\$0
800	Other Objects			\$0
810	Dues and Fees			\$0

	Total Other Objects (800)			\$0
Total Student Support Services (2100)				\$0
145	Salaries - Media Personnel - Certified			\$0
162	Salaries - Media Personnel - Noncertified			\$0
100	Salaries - All Other			\$0
	Total Salaries (100)			\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits			\$0
	Total Benefits (200)			\$0
300	Purchased Professional and Technical Services			\$0
600	Supplies			\$0
644	Library Books			\$0
650	Periodicals			\$0
660	Audio Visual Materials			\$0
	Total Supplies (600)			\$0
700	Property			\$0
800	Other Objects			\$0
810	Dues and Fees			\$0
	Total Other Objects (800)			\$0
Total Instructional Staff Support Services (2200)				\$0
121	Salaries - Principals and Assistants			\$0
152	Salaries - Secretarial and Clerical			\$0
100	Salaries - All Other			\$0
	Total Salaries (100)			\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits			\$0
	Total Benefits (200)			\$0
300	Purchased Professional and Technical Services			\$50,000
600	Supplies			\$0
700	Property			\$0
800	Other Objects			\$0
810	Dues and Fees			\$0
	Total Other Objects (800)			\$0
Total School Administration (2400)				\$50,000
100	Salaries			\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits			\$0
	Total Benefits (200)			\$0
300	Purchased Professional and Technical Services			\$0
400	Purchased Property Services			\$0
460	Construction and Remodeling			\$0
	Total Property (400)			\$0
500	Other Purchased Services			\$0
600	Supplies			\$0

700	Property			\$0
800	Other Objects			\$0
810	Dues and Fees			\$0
	Total Other Objects (800)			\$0
Total Operation & Maintenance of Facilities (2600)				\$0
100	Salaries			\$0
210	Retirement			\$0
220	Social Security			\$0
240	Insurance (Health/Dental/Life)			\$0
200	Other Benefits			\$0
	Total Benefits (200)			\$0
300	Purchased Professional and Technical Services			\$0
400	Purchased Property Services			\$0
460	Construction and Remodeling			\$0
	Total Property (400)			\$0
500	Other Purchased Services			\$0
600	Supplies - New Buildings			\$0
641	Textbooks - New Buildings			\$0
644	Library Books-New Libraries			\$0
	Total Supplies (600)			\$0
710	Land and Improvements			\$0
720	Buildings			\$0
731	Machinery			\$0
732	School Buses			\$0
733	Furniture and Fixtures			\$0
734	Technology Equipment			\$110,000
735	Non-Bus Vehicles			\$0
739	Other Equipment			
	Total Property (700)			\$110,000
800	Other Objects (Specify)			\$0
Total Building Acquisition & Instruction (4500)				\$110,000
1000	Total Local			\$0
3000	Total State			\$0
4000	Total Federal			\$0
TOTAL REVENUES				\$0
100	Salaries			\$100,000
200	Employee Benefits			\$30,000
300	Purchased Professional and Technical Services			\$50,000
400	Purchased Property Services			\$0
500	Other Purchased Services			\$0
600	Supplies			\$0
700	Property			\$110,000
800	Other Objects			\$0
TOTAL EXPENDITURES				\$290,000
Excess or Deficiency of Revenues over Expenditures				-\$290,000
Other Sources of Funding (5000)				\$300,000
Net Asset Balance (Fund Balance)				\$10,000
Reserves as Percentage of Total Revenue				
Percentage of Funding Contributed to Reserve Balance				
Necessary Closure Fund				\$0

American International School	Average Daily Membership	Rating Factor	WPU Generated
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American International School of Utah				Enrollment Target: 1000 @ 75% of Target: 750			
Fiscal Year: 2015							
Revenue		First Operational Year		Year 1 @ 75% of Target			
Total Revenue From Local Sources (1000)		\$10,000		\$10,000			
Total Revenue from State Sources (3000)		\$5,399,926		\$4,049,945			
Restricted Federal Through State		\$0		\$0			
Total Revenue from Federal Sources (4000)		\$0		\$0			
Private Grants & Donations :		\$0		\$0			
Source(s) (specify)		\$0		\$0			
Loans:							
Commercial		\$0		\$0			
Contributions and Donations from Private Sources		\$0		\$0			
Other (specify):				\$0			
Total Revenue from Other Sources (5000)		\$0		\$0			
Total Revenue		\$5,409,926		\$4,059,945			
Expenditures		Number	Salary/Cost	Total	Number	Salary/Cost	Total
131	Salaries - Teachers	40.00	\$38,000	\$1,520,000	30.00	\$34,500	\$1,035,000
132	Salaries - Substitute Teachers			\$25,000			\$20,000
161	Salaries - Teacher Aides and Paraprofessionals	13.00	\$17,000	\$221,000	10.00	\$15,000	\$150,000
100	Salaries - All Other (mostly PT)	4.00	\$38,000	\$152,000	1.00	\$35,000	\$35,000
	Total Salaries (100)			\$1,918,000			\$1,240,000
210	Retirement - 10% for FT Employees			\$152,000			\$103,500
220	Social Security/Medicare			\$143,850			\$93,000
240	Insurance (Health/Dental/Life) - \$10K/FT Employee			\$440,000			\$310,000
200	Other Benefits: Workers Comp./Unemployment @ 3.5%			\$67,130			\$43,400
	Total Benefits (200)			\$802,980			\$549,900
300	Purchased Professional and Technical Services			\$140,000			\$110,000
600	Instructional Supplies			\$150,000			\$112,500
641	Textbooks			\$4,000			\$3,000
	Total Supplies (600)			\$154,000			\$115,500
700	Property (Instructional Equipment) (700)			\$20,000			\$17,000
800	Other Objects			\$0			\$0
810	Dues and Fees			\$5,000			\$5,000
	Total Other Objects (800)			\$25,000			\$22,000
Total Instruction (1000)				\$3,059,980			\$2,054,400
141	Salaries - Attendance and Social Work Personnel	1.00	\$30,000	\$30,000	0.60	\$30,000	\$18,000
142	Salaries - Guidance Personnel	3.33	\$38,000	\$126,667	2.50	\$35,000	\$87,500
143	Salaries - Health Services Personnel	1.00	\$36,000	\$36,000	1.00	\$35,000	\$35,000
144	Salaries - Psychological Personnel	0.20	\$80,000	\$16,000	0.15	\$80,000	\$12,000
152	Salaries - Secretarial and Clerical	1.00	\$30,000	\$30,000	0.60	\$30,000	\$18,000
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$238,667			\$170,500
210	Retirement			\$22,267			\$12,250
220	Social Security/Medicare			\$17,900			\$12,788
240	Insurance (Health/Dental/Life)			\$63,333			\$47,000
200	Other Benefits: Workers Comp./Unemployment @ 3.5%			\$8,353			\$0
	Total Benefits (200)			\$111,853			\$72,038
300	Purchased Professional and Technical Services			\$3,000			\$3,000
600	Supplies			\$2,400			\$1,800
700	Property			\$3,000			\$3,000
800	Other Objects			\$1,000			\$1,000
810	Dues and Fees			\$500			\$500
	Total Other Objects (800)			\$1,500			\$1,500
Total Student Support Services (2100)				\$360,420			\$251,838

145	Salaries - Media Personnel - Certified	1.00	\$36,000	\$36,000	1.00	\$32,000	\$32,000
162	Salaries - Media Personnel - Noncertified			\$0			\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$36,000			\$32,000
210	Retirement			\$3,600			\$3,200
220	Social Security			\$2,700			\$2,400
240	Insurance (Health/Dental/Life)			\$10,000			\$10,000
200	Other Benefits			\$1,260			\$1,120
	Total Benefits (200)			\$17,560			\$16,720
300	Purchased Professional and Technical Services			\$1,000			\$1,000
600	Supplies			\$1,000			\$1,000
644	Library Books (in addition to start-up allotment)			\$5,000			\$5,000
650	Periodicals			\$500			\$500
660	Audio Visual Materials			\$2,000			\$2,000
	Total Supplies (600)			\$8,500			\$8,500
700	Property			\$3,000			\$3,000
800	Other Objects			\$1,000			\$1,000
810	Dues and Fees			\$500			\$500
	Total Other Objects (800)			\$1,500			\$1,500
Total Instructional Staff Support Services (2200)				\$67,560	\$62,720		
121	Salaries - Principals and Assistants	2	\$4,000	\$168,000	2	72,000	\$144,000
152	Salaries - Secretarial and Clerical	1	\$30,000	\$30,000	1	\$30,000	\$30,000
100	Salaries - All Other	1	\$70,000	\$70,000	1	\$60,000	\$60,000
	Total Salaries (100)			\$268,000			\$234,000
210	Retirement			\$26,800			\$23,400
220	Social Security/Medicare			\$20,100			\$17,550
240	Insurance (Health/Dental/Life)			\$40,000			\$40,000
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$86,900			\$80,950
300	Purchased Professional and Technical Services			\$15,000			\$15,000
600	Supplies			\$1,800			\$1,800
700	Property			\$3,000			\$2,000
800	Other Objects:			\$0			\$0
810	Dues and Fees			\$4,000			\$3,000
	Total Other Objects (800)			\$4,000			\$3,000
Total School Administration (2400)				\$378,700	\$336,750		
100	Salaries			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0
300	Purchased Professional and Technical Services			\$80,000			\$80,000
400	Purchased Property Services			\$24,000			\$24,000
460	Construction and Remodeling			\$0			\$0
	Total Property (400)			\$24,000			\$24,000
500	Other Purchased Services			\$0			\$0
600	Supplies			\$24,000			\$22,000
700	Property			\$20,000			\$18,000
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Operation & Maintenance of Facilities (2600)				\$148,000	\$144,000		
100	Salaries			\$0			\$0

210	Retirement			\$0		\$0
220	Social Security			\$0		\$0
240	Insurance (Health/Dental/Life)			\$0		\$0
200	Other Benefits			\$0		\$0
	Total Benefits (200)			\$0		\$0
300	Purchased Professional and Technical Services			\$0		
400	Purchased Property Services			\$0		\$0
440	Facilities Rental or Lease			\$1,079,985		\$900,000
460	Construction and Remodeling			\$0		\$0
	Total Property (400)			\$1,079,985		\$900,000
500	Other Purchased Services			\$0		\$0
600	Supplies - New Buildings					\$0
641	Textbooks - New Buildings					\$0
644	Library Books-New Libraries					\$0
	Total Supplies (600)					\$0
710	Land and Improvements			\$0		\$0
720	Buildings			\$0		\$0
731	Machinery			\$0		\$0
732	School Buses			\$40,000		\$30,000
733	Furniture and Fixtures					\$0
734	Technology Equipment			\$10,000		\$7,500
735	Non-Bus Vehicles			\$0		\$0
739	Other Equipment					\$0
	Total Property (700)			\$50,000		\$37,500
800	Other Objects: START-UP LOAN PAYMENTS			\$50,000		\$50,000
	Total Building Acquisition & Instruction (4500)			\$2,309,970		\$1,937,500
1000	Total Local			\$10,000		\$10,000
3000	Total State			\$5,399,926		\$4,049,945
4000	Total Federal			\$0		\$0
	TOTAL REVENUES			\$5,409,926		\$4,059,945
100	Salaries			\$2,460,667		\$1,676,500
200	Employee Benefits			\$1,019,293		\$719,608
300	Purchased Professional and Technical Services			\$239,000		\$209,000
400	Purchased Property Services			\$1,103,985		\$924,000
500	Other Purchased Services			\$0		\$0
600	Supplies			\$190,700		\$149,600
700	Property			\$99,000		\$80,500
800	Other Objects			\$82,000		\$78,000
	TOTAL EXPENDITURES			\$5,194,645		\$3,837,208
	Excess or Deficiency of Revenues over Expenditures			\$215,281		\$222,737
	Other Sources of Funding (5000)			\$0		\$0
	Net Asset Balance (Fund Balance)			\$215,281		\$222,737
	Reserves as Percentage of Total Revenue			4.0%		5.5%
	Percentage of Funding Contributed to Reserve Balance			4.0%		5.5%
	Necessary Closure Fund			\$197,664		\$167,000

CHARTER SCHOOL WORKSHEET

American International School

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	100	0.55	55
Estimated ADM (1-3)	300	0.9	270
Estimated ADM (4-6)	300	0.9	270
Estimated ADM (7-8)	175	0.99	173.25
Estimated ADM (9-12)	325	1.2	390
Special Ed Pre-School	0		
Special Ed ADM (K)	4		
Special Ed ADM (1-12)	110		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	0		
Number of Teachers (7-12)	0		
WPU Value	\$2,848	<i>(Except for CTE Add-on & Special Ed.)</i>	
No. of Teachers (FTE) (CACTUS)	42		
School Administrators (CACTUS)	3		
Prior Year WPUs	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated
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American International School of Utah				Enrollment Target: 1200 @ 75% of Target: 900			
Fiscal Year: 2016							
Revenue		Second Operational Year		Year 2 @ 75% of Target			
Total Revenue From Local Sources (1000)		\$0		\$0			
Total Revenue from State Sources (3000)		\$6,489,841		\$4,867,381			
Restricted Federal Through State		\$0		\$0			
Total Revenue from Federal Sources (4000)		\$0		\$0			
Private Grants & Donations :		\$0		\$0			
Source(s) (specify)		\$0		\$0			
Loans:							
Commercial		\$0		\$0			
Contributions and Donations from Private Sources		\$0		\$0			
Other (specify):				\$0			
Total Revenue from Other Sources (5000)		\$0		\$0			
Total Revenue		\$6,489,841		\$4,867,381			
Expenditures		Number	Salary/Cost	Total	Number	Salary/Cost	Total
131	Salaries - Teachers	42.00	\$44,000	\$1,848,000	38.00	\$37,000	\$1,406,000
132	Salaries - Substitute Teachers			\$25,000			\$20,000
161	Salaries - Teacher Aides and Paraprofessionals	13.00	\$18,000	\$234,000	10.00	\$17,000	\$170,000
100	Salaries - All Other (mostly PT)	4.00	\$44,000	\$176,000	2.00	\$38,000	\$76,000
	Total Salaries (100)			\$2,283,000			\$1,672,000
210	Retirement - 10% for FT Employees			\$184,800			\$140,600
220	Social Security/Medicare			\$171,225			\$125,400
240	Insurance (Health/Dental/Life) - \$10K/FT Employee			\$460,000			\$400,000
200	Other Benefits: Workers Comp./Unemployment @ 3.5%			\$79,905			\$58,520
	Total Benefits (200)			\$895,930			\$724,520
300	Purchased Professional and Technical Services			\$100,000			\$75,000
600	Instructional Supplies			\$180,000			\$135,000
641	Textbooks			\$4,000			\$3,000
	Total Supplies (600)			\$184,000			\$138,000
700	Property (Instructional Equipment) (700)			\$20,000			\$17,000
800	Other Objects			\$0			\$0
810	Dues and Fees			\$5,000			\$5,000
	Total Other Objects (800)			\$25,000			\$22,000
Total Instruction (1000)				\$3,507,930			\$2,648,520
141	Salaries - Attendance and Social Work Personnel	1.00	\$30,000	\$30,000	0.60	\$30,000	\$18,000
142	Salaries - Guidance Personnel	4.00	\$40,000	\$160,000	3.00	\$38,000	\$114,000
143	Salaries - Health Services Personnel	1.00	\$36,000	\$36,000	1.00	\$36,000	\$36,000
144	Salaries - Psychological Personnel	0.25	\$80,000	\$20,000	0.20	\$80,000	\$16,000
152	Salaries - Secretarial and Clerical	1.00	\$30,000	\$30,000	0.60	\$30,000	\$18,000
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$276,000			\$202,000
210	Retirement			\$25,600			\$15,000
220	Social Security/Medicare			\$20,700			\$15,150
240	Insurance (Health/Dental/Life)			\$70,000			\$52,000
200	Other Benefits: Workers Comp./Unemployment @ 3.5%			\$9,660			\$0
	Total Benefits (200)			\$125,960			\$82,150
300	Purchased Professional and Technical Services			\$3,000			\$3,000
600	Supplies			\$2,400			\$1,800
700	Property			\$3,000			\$3,000
800	Other Objects			\$1,000			\$1,000
810	Dues and Fees			\$500			\$500
	Total Other Objects (800)			\$1,500			\$1,500
Total Student Support Services (2100)				\$411,860			\$293,450

145	Salaries - Media Personnel - Certified	1.00	\$38,000	\$38,000	1.00	\$36,000	\$36,000
162	Salaries - Media Personnel - Noncertified			\$0			\$0
100	Salaries - All Other			\$0			\$0
	Total Salaries (100)			\$38,000			\$36,000
210	Retirement			\$3,800			\$3,600
220	Social Security			\$2,850			\$2,700
240	Insurance (Health/Dental/Life)			\$10,000			\$10,000
200	Other Benefits			\$1,330			\$1,260
	Total Benefits (200)			\$17,980			\$17,560
300	Purchased Professional and Technical Services			\$1,000			\$1,000
600	Supplies			\$1,000			\$1,000
644	Library Books			\$10,000			\$7,500
650	Periodicals			\$600			\$600
660	Audio Visual Materials			\$5,000			\$4,500
	Total Supplies (600)			\$16,600			\$13,600
700	Property			\$3,000			\$3,000
800	Other Objects			\$1,000			\$1,000
810	Dues and Fees			\$500			\$500
	Total Other Objects (800)			\$1,500			\$1,500
Total Instructional Staff Support Services (2200)				\$78,080	\$72,660		
121	Salaries - Principals and Assistants	3	\$4,000	\$252,000	2	\$0,000	\$160,000
152	Salaries - Secretarial and Clerical	1	\$30,000	\$30,000	1	\$30,000	\$30,000
100	Salaries - All Other	1	\$70,000	\$70,000	1	\$60,000	\$60,000
	Total Salaries (100)			\$352,000			\$250,000
210	Retirement			\$35,200			\$25,000
220	Social Security/Medicare			\$26,400			\$18,750
240	Insurance (Health/Dental/Life)			\$50,000			\$40,000
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$111,600			\$83,750
300	Purchased Professional and Technical Services			\$15,000			\$15,000
600	Supplies			\$1,800			\$1,800
700	Property			\$3,000			\$2,000
800	Other Objects:			\$0			\$0
810	Dues and Fees			\$4,000			\$3,000
	Total Other Objects (800)			\$4,000			\$3,000
Total School Administration (2400)				\$487,400	\$355,550		
100	Salaries			\$0			\$0
210	Retirement			\$0			\$0
220	Social Security			\$0			\$0
240	Insurance (Health/Dental/Life)			\$0			\$0
200	Other Benefits			\$0			\$0
	Total Benefits (200)			\$0			\$0
300	Purchased Professional and Technical Services			\$80,000			\$80,000
400	Purchased Property Services			\$24,000			\$24,000
460	Construction and Remodeling			\$0			\$0
	Total Property (400)			\$24,000			\$24,000
500	Other Purchased Services			\$0			\$0
600	Supplies			\$30,000			\$30,000
700	Property			\$20,000			\$20,000
800	Other Objects			\$0			\$0
810	Dues and Fees			\$0			\$0
	Total Other Objects (800)			\$0			\$0
Total Operation & Maintenance of Facilities (2600)				\$154,000	\$154,000		
100	Salaries			\$0			\$0

210	Retirement			\$0		\$0
220	Social Security			\$0		\$0
240	Insurance (Health/Dental/Life)			\$0		\$0
200	Other Benefits			\$0		\$0
	Total Benefits (200)			\$0		\$0
300	Purchased Professional and Technical Services			\$0		
400	Purchased Property Services			\$0		\$0
440	Facilities Rental or Lease (all inclusive services)			\$1,297,968		\$973,476
460	Construction and Remodeling			\$0		\$0
	Total Property (400)			\$1,297,968		\$973,476
500	Other Purchased Services			\$0		\$0
600	Supplies - New Buildings					\$0
641	Textbooks - New Buildings					\$0
644	Library Books-New Libraries					\$0
	Total Supplies (600)					\$0
710	Land and Improvements			\$0		\$0
720	Buildings			\$0		\$0
731	Machinery			\$0		\$0
732	School Buses			\$50,000		\$40,000
733	Furniture and Fixtures			\$30,000		\$20,000
734	Technology Equipment			\$100,000		\$75,000
735	Non-Bus Vehicles			\$0		\$0
739	Other Equipment					\$0
	Total Property (700)			\$180,000		\$135,000
800	Other Objects: START-UP LOAN PAYMENTS			\$50,000		\$50,000
	Total Building Acquisition & Instruction (4500)			\$1,527,968		\$1,158,476
1000	Total Local			\$0		\$0
3000	Total State			\$6,489,841		\$4,867,381
4000	Total Federal			\$0		\$0
	TOTAL REVENUES			\$6,489,841		\$4,867,381
100	Salaries			\$2,949,000		\$2,160,000
200	Employee Benefits			\$1,151,470		\$907,980
300	Purchased Professional and Technical Services			\$199,000		\$174,000
400	Purchased Property Services			\$1,321,968		\$997,476
500	Other Purchased Services			\$0		\$0
600	Supplies			\$234,800		\$185,200
700	Property			\$229,000		\$180,000
800	Other Objects			\$82,000		\$78,000
	TOTAL EXPENDITURES			\$6,167,238		\$4,682,656
	Excess or Deficiency of Revenues over Expenditures			\$322,603		\$184,725
	Other Sources of Funding (5000)			\$0		\$0
	Net Asset Balance (Fund Balance)			\$322,603		\$184,725
	Reserves as Percentage of Total Revenue			5.0%		3.8%
	Percentage of Funding Contributed to Reserve Balance			5.0%		3.8%
	Necessary Closure Fund			\$233,995		\$179,246

Appendix C: Purchasing Policies and Procedures

1. PURPOSE & PHILOSOPHY

1.1. General Purpose and Philosophy. This policy has been adopted to enable the school to purchase, establish contracts and generally carry on its procurement functions in a manner that deals equitably with all vendors and provides for efficient management and proper expenditure of public monies.

1.2 Applicable Laws and Rules. This policy complies with the Utah State Procurement Code (UPC) Title 63G Chapter 6 and adopts Utah State Procurement Rule R33. In accordance with the UPC, the Board may adopt its own school procurement rules. The adoption of school rules shall be set forth in this policy, otherwise Rule R33 applies. Accordingly, the executive director, business manager, business service provider, shall implement purchasing procedures.

2. AUTHORITY

2.1 Chief Procurement Officer. The executive director and business manager or business service provider is considered the chief procurement official for the school. The director is delegated authority by the AISU Board to carry out the procurement functions of the school and to ensure such functions are in accordance with established policies and written procedures. The director may delegate, in writing, purchasing authority to other school employees as necessary to fulfill the purpose and philosophy of this policy. The director is also given authority to withdraw delegated authority. Refer to purchasing procedures for greater detail than provided in this policy.

2.2 Audits. Subdivisions (i.e., departments, programs, etc.) receiving delegated authority are subject to purchasing audits.

3. SCOPE

3.1 Applicable Purchases and Funding Sources. This policy applies to all purchases made by the school or any of its subdivisions. The policy applies regardless of the source of the money to be expended, including but not restricted to tax money, state and federal grants, donations, all types of fees, revenue generated by programs, schools, departments, etc.

3.2 Applicable Documents and Instruments. This policy shall apply to all purchases made through approved purchase orders, expenditure requests and purchasing/travel cards.

This policy prohibits purchases by the school, its subdivisions and entities through other purchasing instruments, which include revolving credit purchase instruments except as the board deems necessary through the Utah state revolving loan program.

3.3 Applicable Commodities. This policy applies to all purchases of supplies, equipment, materials, construction, real property, and services. Refer to the purchasing procedures for greater detail than provided in this policy.

4. REQUISITION CREATION AND PURCHASE APPROVAL

4.1 Prior Approval Required to Commit Funds. All anticipated transactions that could result in a commitment of school funds shall be approved by the applicable budget manager prior to making any purchasing arrangements.

4.2 Procurement Methods for Low Value Transactions. Purchases of goods and services totaling less than \$1,000 per transaction may be made using purchasing card transactions or \$30,000 for travel card transactions. The school business administrator may also grant higher limits to individuals expected to respond to widespread emergency conditions.

4.2.1 Purchases of goods and services, not executed by purchasing/travel card transactions shall be executed by first submitting a requisition, which after budget manager approval, results in the creation of a purchase order.

4.3 Refunds of Tuition and Reimbursements. Refunds of tuition or other reimbursements to students, parents and employees shall be documented and maintained in accordance with school procedures.

4.4 Exceptions. Exceptions to this policy shall apply to emergency procurements, as identified by the budget manager, provided a requisition is approved subsequent to the purchase. See section 9 for information on emergency procurements. The executive director, business manager, business service provider, is authorized to grant exceptions on card limits for temporary situations when no other reasonable means to conclude the transaction(s) is available.

5. COMPETITIVE SOLICITATIONS

5.1 Small Purchase Definition. School policy defines small purchases as those purchases less than \$10,000; except that:

5.1.1 Small purchases for small capital outlay (SCO) projects, construction or architect-engineer services shall be less than \$50,000;

5.1.2 Small purchases for construction or architect-engineer services pertaining to Career and Technology Education's (CTE) Student Home Building program shall be less than \$20,000; and

5.1.3 Small purchases for services of professionals, health care providers, and consultants shall be less than \$20,000.

5.2 Small Purchase Categories. The State procurement rule further subdivides small purchases into categories dependent upon the amount of the purchase. Competitive pricing shall be obtained for all purchases, except those made from the school's Materials Distribution Center (MDC) and school or state contracts. Purchase requirements may not be divided into smaller units to avoid using the proper purchasing procedure based on the dollar volume nor are purchases to be made prior to obtaining a purchase order number except for purchases made with the school purchasing/travel card according to section 4.1. See section 5.2.1 below for purchase requirements involving contracts/agreements/leases with recurring payments over a fixed period.

5.2.1 Purchases Involving Contracts, Agreements or Leases. For purchases involving recurring payments (monthly, quarterly, annually, etc.) over a fixed period, the method for determining the amount of the purchase and, therefore, the proper purchasing procedures to be used is: recurring payment amount x number of maximum recurring payments = amount of purchase. Calculating the maximum number of recurring payments shall include all potential options to renew the contract/agreement/lease beyond the initial contractual period. Contracts/agreements/leases that:

- [a] contain an automatic renewal clause are prohibited;
- [b] extend beyond the current fiscal year must contain a “no Non-Payment Default” clause; or
- [c] are anticipated to be equal to or greater than \$10,000 must be approved by the business administrator prior to initiating the formal bid process.

5.2.2 Purchases less than \$1,000. For purchases less than \$1,000 entities are encouraged to seek the best possible sources of supply based on factors such as price, prior vendor performance, and delivery; and to utilize the MDC and school or state contracts.

5.2.3 Purchases between \$1,000 and \$5,000. No fewer than two vendors shall be contacted by the requesting entity for verbal price quotes. Quotations shall include a complete description of the product or service to be purchased, the quantity, the vendor name, address, name of the person providing the quote, quote date, unit and extended price, shipping charges if applicable and delivery and payment terms. A brief comment should accompany the documentation explaining the rationale for vendor selection. Documentation shall be retained by the purchasing entity and shall be subject to purchasing department review/approval prior to any commitment to a vendor and be subject to audit by the school’s auditors. Purchasing entities are encouraged to consult with and utilize the services available from the school’s purchasing department.

5.2.4 Purchases between \$5,000 and \$10,000. The same policy applies as in 5.2.3 except that three written quotations are required. Written quotes and award justification must be submitted to the purchasing department for final approval and shall be retained by the purchasing department and be subject to audit. Purchasing entities are encouraged to consult with and utilize the services available from the school’s purchasing department (see section 5.1 for exceptions).

5.3 Purchases over \$10,000. The purchasing department in accordance with adopted bidding policies and procedures shall formally bid purchases over \$10,000. Requesting entities shall provide the purchasing department with complete descriptions, specifications, and suggested sources for the goods/services requested. Those purchases in excess of \$20,000 or \$50,000 for SCO projects, construction and architect/engineer services shall be formally bid with public notice given in accordance with adopted bidding policies and procedures. All of the solicitations and advertisements to be bid shall be issued from the purchasing department after receiving approval from the business administrator except that SCO, construction and architect/engineering services shall be approved by the capital planning committee. The purchasing department further shall coordinate the receipt, opening, review and awarding of all solicitations in accordance with the policy.

5.4 Use of the Materials Distribution Center (MDC) and contracts. Utilization of the MDC and contracts established by the school and the state are strongly encouraged. Refer to the purchasing procedures for greater detail on how to utilize these tools.

5.5 Use of Other Contracts. No other contract established by a political subdivision of the state of Utah; any other state and its political subdivisions; the federal government and its political subdivisions, including GSA contracts, or other third-party cooperative procurement organizations shall be used or used as the basis for not seeking appropriate competition without first obtaining purchasing department approval.

6. OTHER PURCHASES

Authorization Required. The school business administrator shall authorize purchases made through any means other than those described above. Anyone violating this policy shall be subject to disciplinary action.

7. INCREASING PURCHASE ORDER QUANTITY AND PRICE

Budgetary Re-Approval. An approved purchase order quantity or price can be increased only by budgetary re-approval of the document. Such re-approval shall require increasing the document order quantities and price.

8. EXCEPTIONS TO SMALL PURCHASE AND BID PROCEDURES

8.1 Sole or Single Source Procurements. Sole or single source procurements shall be used only if the goods or services are reasonably available from a single supplier. Any request that the procurement be restricted to one potential contractor or vendor shall be accompanied by an explanation as to why no other will be suitable or acceptable to meet the need. In cases of reasonable doubt, competition shall be solicited. All sole source requests, at the purchasing department's discretion, are subject to being published for public comment for at least five working days. Requests of \$50,000 or greater must be published. The purchasing department shall make the determination as to whether the procurement shall be made as sole or single source procurement.

8.1.1 Negotiations Required. The procurement officer or designee shall conduct negotiations, as appropriate, as to price, delivery, and terms whenever sole or single source approval has been granted.

8.2 Other Exceptions. The executive director, business manager, business service provider, or designee may utilize alternative procurement methods to purchase certain items when determined to be more practical or advantageous to the school. Alternative procurement methods including informal price quotations and direct negotiations may be used for the following:

8.2.1 Used vehicles including used material handling equipment, heavy equipment, grounds/facilities maintenance equipment, etc.;

8.2.2 Hotel conference facilities and services;

8.2.3 Food/catering services for approved events and training/instructional programs;

8.2.4 Honorariums for speakers and professional trainers/instructors;

8.2.5 School fundraising activities including book fairs; and

8.2.6 Products purchased for re-sell.

8.3 Documentation. Documentation of the alternative procurement method utilized shall be part of the contract file.

9. EMERGENCY PROCUREMENTS

9.1 Emergency Condition Defined. An emergency condition is a situation that creates a threat to public health, welfare, or safety as may arise by reason of floods, epidemics, riots, equipment failures, or other reason as may be determined by the executive director, business manager, business service provider, or designee. The existence of this condition creates an immediate and serious need for supplies, services, or construction that cannot be met through normal procurement methods.

9.2 Authority to Make Emergency Procurements. Emergency procurements using other than normal bid or price quotation procedures may be made only by the purchasing department, except that, local school/school administrators confronted with an emergency condition occurring after normal business hours, on weekends or school holidays are authorized to make the necessary purchase(s) to meet the emergency. The purchasing department shall be notified promptly or as reasonably practical. Procurement shall be made according to policy as near as possible and still assure that the required supplies, services, or construction items are procured in time to meet the emergency. Given this constraint, such competition as is practicable shall be obtained.

10. SPECIFICATION DEVELOPMENT

10.1 Responsibility. Specifications shall be drafted by the school, department, etc. or the appropriate supervisor and submitted with the requisition. Specifications shall be drafted with the objective of clearly describing the requirements and of encouraging competition by identifying satisfactory alternate descriptions, use of standard specification, and use of brand name, but only as a means of defining the standard of quality, function and performance characteristics desired. Procedures for specification development are determined specifically by Title 63G Chapter 6 Part 3 of the State Procurement Code and School Purchasing procedure. Refer to those sources for greater detail than is provided in this policy.

11. PURCHASING FILES

11.1 Prospective Bidder File. The Purchasing Department shall maintain or cause a third-party service provider to maintain a list of prospective vendors for the various categories of products and services procured by the school. This list shall incorporate those who request to receive bids as well as those added through the purchasing department's effort to solicit all available sources. All schools or departments should refer prospective vendors to the purchasing department for inclusion on the prospective bidder file.

11.2 Solicitation File. A file shall be maintained in the purchasing department of all solicitations currently pending.

11.3 Completed Solicitation File. After the opening of solicitations, they become public information except for information protected under the Governmental Records Access and Management Act (GRAMA) Title 63, Chapter 2 of the Utah Code. A file shall be maintained retaining the solicitations, solicitation comparison sheets, other submittals, and rationale in awarding.

12. PURCHASING AND TRAVEL CARDS

12.1 Definition. As used herein, purchasing/travel cards are purchasing instruments provided by a financial institution designated by the superintendent's office for the purpose of making purchases of predetermined amounts, so that personnel efficiency and financial resources are maximized. Purchasing/travel card use is limited to the type of credit instrument that is fully due and payable each thirty days. This policy prohibits use of revolving credit instruments that allow unpaid balances to be carried forward as revolving credit balances upon which interest is calculated and becomes due and payable in addition to the original purchase amount. Purchasing/travel cards shall have pre-approved spending and product limitations and shall be used only for purchases of less than \$1,000 and \$30,000 respectively or as otherwise authorized in section 4.2 of this policy. Travel cards shall be used for pre-approved travel expenses limited to airfare, hotel, car rental, gas stations, and eating establishments.

12.2 Purpose.

12.2.1 To maximize the use of educational funding while providing necessary controls;

12.2.2 To provide a reasonable and orderly system for use of purchasing/travel cards and credit instruments within the school;

12.2.3 To insure federal, state and school financial policies are observed in relation to use of purchasing/travel cards and credit instruments;

12.2.4 To establish reasonable controls, limits and procedures in regard to purchasing/travel card use; and

12.2.5 To establish disciplinary measures relative to the purchasing/travel card programs.

12.3 Responsibility. The purchasing/travel card programs shall be administered under the direction of the school business administrator. Principals and school office department budget managers are responsible for the oversight and proper functioning of the card programs at their respective locations as defined in this policy and in school procedures. Cardholders must accept and abide by the terms of the user agreement. Use of purchasing/travel cards for personal items or cash advances is prohibited. The cardholder is personally responsible for their intentional unauthorized use of this privilege, excessive, flagrant or unresolved charges are causes for card cancellation and/or disciplinary action up to the including termination. The budget manager is authorized to request suspension or cancellation of card privileges.

12.4 Requesting Cards. Requests for cards shall be submitted electronically via the Encore system and be pre-approved prior to issuance.

13. GIFT CARDS

Documentation. The acquisition of gift cards with school funds and purchasing instruments is prohibited unless inventories and issuance records control the gift cards.

14. DISPOSITION OF EXCESS AND SURPLUS PROPERTY

14.1 Definitions.

14.1.1 Under this section, the term “property” means all tangible assets such as equipment, materials, supplies, furniture, textbooks, etc.

14.1.2 The “property” specifically excludes real property (land) holdings.

14.1.3 The disposition of surplus property is authorized under Utah Code Ann. §63A-9-801 and §53A-12-207. Under this section, the term “excess property” means property no longer in use or needed at a specific location, regardless of condition, is considered excess property when, in all likelihood, it can be used to satisfy an existing need at other school locations. School/department administrators shall make arrangements with the MDC to facilitate the transfer/removal of excess property in accordance with school procedures. Under this section, the term “surplus property” means properties transferred to the MDC when no other internal use of the property can be established.

14.2 All Property is School Property. Existing property and property acquired by schools or departments, excluding leased or loaned, regardless of funding source; whether by transfer, gift, grant or by donation is school property. The school business administrator or designee determines the disposition of all excess and surplus property.

14.3 Authority of Schools/Departments in the Disposition of Property. No school or department may give, donate, sale, barter, trade, advertise or post for sale school property, regardless of condition, to any person, group, organization or school employee except as may be authorized by the school business administrator. All proceeds acquired as a result of the school’s business administrator’s authorization belong to the school.

14.4 Pick Up and Delivery Fees. The MDC is authorized to charge schools/departments a pick-up and delivery fee to cover additional labor, fuel and vehicle operating expenses incurred beyond its control as a result of the requestor's controllable actions or in-actions. Examples of conditions that may warrant a fee are found in the department's procedures.

14.5 Authority of Executive Director, Business Manager, Business Service Provider, in the Disposition of Property. The executive director, business manager, business service provider, is authorized to oversee the use, storage and final disposition of all excess and surplus properties and is authorized to delegate responsibility to others to help make such determinations.

14.6 Inspection of Excess Property Prior to Request for New. School administrators are strongly encouraged to first inspect available excess property and utilize that which would satisfy business needs before submitting a requisition to purchase new.

14.7 Disposal of Surplus Property.

14.7.1 The executive director, business manager, and/or business service provider shall dispose of the surplus in the most cost effective and efficient manner attempting to recoup the maximum value. Whenever possible and practical, attempts to dispose of the surplus might include the following before disposing as trash or refuse:

- [a] Return the property to the original supplier for credit;
- [b] Issue a competitive request for offers;
- [c] Hold a public auction or surplus sale; or
- [d] Sell as recyclable scrap material.

14.7.2 School Employee Preference. School employees shall not be afforded special privileges or preferences in acquiring surplus property not already provided to the general public. Employees may respond to a competitive bid solicitation or participate in a public sale or auction. Items sold to employees shall be at the same rate sold to the general public.

14.7.3 Authority to Establish Pricing. The executive director, business manager, business service provider, or designee shall enable staff to set and establish market pricing and give authority to negotiate a fair and reasonable price with the public. The primary intent of establishing pricing is to recoup the cost of storage, handling, sale/auction expenses and any anticipated disposal costs.

14.8 Use of Third-Party Software Tools. This policy authorizes the executive director, business manager, business service provider, & materials distribution the option to utilize third-party eProcurement or eSurplus software solution tools and services to efficiently and effectively manage the storage, sale and disposition of excess and surplus school property as an alternative to or in addition to a public auction or sale.

14.9 Computers, Cell Phones and Textbooks. The disposition of surplus computers, cell phones and textbooks shall be treated the same as with any other surplus item with certain exceptions. Textbook disposal is subject to Utah Code Ann. §53A-12-207, Utah Administrative Rule R277-

433 and school policy 4I-001. Refer to the purchasing procedures for exceptions and proper handling.

14.10 Referral of Questions. Refer all questions regarding excess or surplus property to the purchasing department.

15. ILLEGAL ACTIVITIES

15.1 Employee Acting in Official Capacity. Any person acting as a procurement officer for the AISU, or who in any official capacity participates in the procurement of supplies, services, construction, real property or insurance for any such political unit is guilty of a felony if the person asks, receives, or offers to receive any emolument, gratuity, contribution, loan, or reward, or any promise thereof, either for the person's own use or the use or benefit of any other person or organization from any person interested in the sale of such supplies, construction, real property, or insurance.

15.2 Employee Use of Employment Position or Influence. Any person using their employment position or influence at the AISU for the purpose of obtaining goods or services for personal benefit or the personal benefit of others shall be subject to disciplinary action up to and including dismissal and possible criminal charges. Such activities shall include, but are not limited to:

15.2.1 Purchases at discounted rates not available to the general public;

15.2.2 Acceptance of goods and services at no or reduced cost; or

15.2.3 Purchases with the intent of avoiding sales taxes.

15.3 Permissible Employee Exception. It is permissible to obtain goods and services for personal use at discounted rates where suppliers typically offer educational discounts to employees of the school. Such discounts are characterized by being made available to all employees regardless of position or influence. Employees are responsible for the payment of sales tax and purchase arrangements shall not be made through the use of school purchase orders or purchasing/travel cards.

15.4 Vendor Actions. A person who is interested in any way in the sale of any supplies, services, construction, real property, or insurance to the AISU, is guilty of a felony if the person gives or offers to give any emolument, gratuity, contribution, loan, or reward, or any promise thereof to any person acting as a procurement officer, or who in any official capacity participates in the procurement of such supplies, services, construction, real property, or insurance, whether it is given for his own use or for the use or benefit of any person or organization.

15.5 Permissible Vendor Exception. A person who is interested in expressing tangible appreciation to the school and wishes to remain compliant with this section; is encouraged to donate directly to the AISU Foundation which has been specifically established for the purpose of accepting contributions and donations from patrons and friends of education, and as an established 501(c)(3) non-profit organization, qualifies the donor for possible tax advantages. Otherwise, donor commitments to always strive to be responsible and responsive to school needs and to provide quality products and services at fair prices in a reasonable time frame is an adequate and sufficient expression of appreciation.

LEGAL AND CONTRACTUAL REMEDIES

16.1 **Protesting Procurement Actions.** Any actual or prospective bidder, offeror, or contractor who is aggrieved in connection with the solicitation or award of a contract may protest to the executive director, business manager, or business service provider. A protest with respect to an invitation for bids or a request for proposals shall be submitted in writing prior to the opening of bids or the closing date for proposals, unless the aggrieved person did not know and should not have known of the facts giving rise to the protest prior to bid opening or the closing date of proposals. The protest shall be submitted in writing with five working days after the aggrieved person knows or should have known of the facts giving rise thereto. The executive director, business manager, or business service provider, shall have the authority, prior to the commencement of an action in court concerning the controversy, to settle and resolve the protest.

16.2 **Jurisdiction and Appeal.** Unless an action has been initiated previously in school courts for essentially the same cause of action, the AISU Board of Education shall have jurisdiction to review and determine de novo:

16.2.1 Any protest of a solicitation or award of a contract addressed, in writing, to the school's business administrator by an aggrieved actual or prospective bidder or offeror, or a contractor; and

16.2.2 Any appeal by an aggrieved party from a decision rendered or considered to have been rendered pursuant to section 16.1 above.

REFERENCES

Utah Code Annotated Title 63G, Chapter 6 Utah Procurement Code - State law establishes procurement policy for all agencies of Utah State government and the rules, regulations promulgated by the AISU Board of Education are as directed by the statute and are complimentary to the provisions therein. The complete text of the Utah Code, Title 63, Chapter 56 is incorporated by reference into this policy. These documents are available at the purchasing department.

Utah Code Ann §§53A-20-101 (1)(7), 101.5, 103 and 105 - An officer or employee of a school may not make a purchase or encumber indebtedness on behalf of the school without the approval of the Board. A licensed architect must prepare plans for construction or alteration of any school if the total estimated accumulated costs exceed \$80,000. It shall be the policy to publicly announce all requirements for architect/engineering services and to negotiate contracts on the basis of demonstrated competence, qualification, and reasonable price.

Utah Administrative Code R23-1-20 - Procurement for Construction - Small purchases \$50,000.00 or less.

Utah Administrative Code R33-5-530 - Construction & Architect-Engineer Selection - Small purchases \$50,000.00 or less. AISU complies with the principle that minority and women business enterprises must be given a fair opportunity to compete for all procurement administered by AISU.

Appendix D: Suspension/Expulsion policy

Suspension of Students

An administrator may suspend a student for up to three days for the following reasons:

1. The student's behavior disrupts normal school proceedings sufficiently that it hampers the right of other students to learn.
2. The student willfully and knowingly destroys school property or threatens to do so.
3. The student physically injures or threatens to injure himself/herself or others.

Due Process

Public schools are bound by both procedural and substantive due process when a suspension becomes necessary. Any suspension should also be reasonably expected to help correct the problem for which it was necessary. Suspended students must remain on the school's membership rolls, and they must be counted as absent during the period of their suspension.

1. Procedural Due Process:
 - a. Notice: The student must have had reasonable opportunity to know the expectations for acceptable conduct in the school.
 - b. Hearing: Parents/guardians must be notified immediately of the suspension. The student and parent/guardian have a right to explain what occurred as they perceived it.
2. Substantive Due Process: Disciplinary actions imposed by school officials will not be arbitrary, capricious, or unfair.

Suspension for More than Three Days

The AISU disciplinary committee must authorize suspension of a student for longer than a three-day period. If a student is to be suspended he/she is entitled to the following rights of due process:

1. The student must have had reasonable opportunity to be informed of the rules and policies of the school.
2. The student must be advised of the violations against him/her that may be the basis for suspension and be given an opportunity to explain his/her version of the incident and respond to the allegations.
3. The parent/guardian of the suspended student must be given prompt written or verbal notice of the suspension and the reason for the action.

During the period of suspension the school shall maintain the student on its membership rolls and count him/her as absent. The school shall also make provisions for homework to be provided during the period of suspension. If a student is suspended on a Safe School Referral, the services

offered to the student are different than when they are suspended for other reasons. The student suspended on a Safe School Violation is suspended from **all** services and activities, including receiving homework, until the Safe School Screening Committee processes the referral.

Expulsion from the school may result when a student has engaged in very serious or extreme behaviors. An expulsion for a minimum period of one calendar year may be imposed for any student who brings a firearm to school or is in possession of a firearm at the school or any school activity.

E: Complaint policy

Statement of Policy

American International will maintain learning and working environments free of distractions from the academic efforts of our students, as well as an environment free of discrimination of any kind. The school prohibits discrimination on the basis of disability, gender, race, national origin, religion or age. AISU is committed to the ongoing development of open communication and constant improvement. This policy provides procedures whereby persons may file a complaint with regards to inappropriate treatment, discrimination, harassment or any subject that hinders the fullest and most open communication between all constituents and that does not support the effort that encourages constant improvement within the school and all constituents. It also provides procedures the school will follow in investigating and resolving complaints.

Definitions

1. **Board:** AISU Board.
2. **Complaint:** an allegation that an action, policy, procedure, or practice violates a law or regulation listed above.
3. **Complainant:** the person filing a complaint.
4. **Respondent:** the person alleged to have violated a law or regulation mentioned above.
5. **Designated School Official:** the person at the administrative level responsible for receiving complaints involving the laws or regulations mentioned above, usually the school director or board president.
6. **School Director:** the director of AISU or the school director's designee.
7. **Complaint Answer:** the respondent's written statement concerning the alleged violation.
8. **Hearing Officer:** the person assigned to conduct a hearing.

Complaint Filing Procedures

Any student, employee or parent may personally, or through a representative, file a complaint through the proper channels.

1. The school director is the person responsible for receiving complaints. If the complaint involves the director, or the complainant is otherwise unwilling to notify the principal, the complaint may be filed directly with the AISU Board. The person with whom the complaint is filed shall encourage the complainant to meet with the

respondent to resolve the complaint. The person with whom the complaint is filed may mediate that meeting. If the complainant refuses the meeting, the person with whom the complaint is filed shall contact the board president who will process the complaint as set out in this policy.

2. Complaints filed with a designated district official shall be in writing and shall provide at least the following information:
 - a. name, home address, and home and work telephone numbers of complainant;
 - b. nature and date(s) of alleged issue;
 - c. names of persons responsible for the alleged violation (if known); and
 - d. relevant background information.

The complaint may also include a statement of requested relief or corrective action.

3. A complaint must be filed within 45 calendar days of the occurrence of the alleged issue. The school director or board president, upon a finding that the circumstances of a complaint warrant an extension, may extend this time limitation or other time limitations of this policy.

Initial Complaint Processing

1. The school director or board president shall notify the respondent by personal delivery or registered mail within five days of the filing of a complaint. The notice shall include a copy of this policy and advise the respondent of the responsibility to submit an answer to the complaint.
2. Within five days of receiving notice of a complaint, the respondent shall submit a written answer to the school director or board president. The answer shall include:
 - a. affirmation or denial of each allegation in the complaint,
 - b. an indication as to the extent to which the complaint has merit,
 - c. an acceptance or rejection of relief or action requested in the complaint, if any, and
 - d. other relevant information.
3. Within five days of receiving respondent's complaint answer, the school director or board president shall determine the level of hearing appropriate to the complaint and establish the hearing time and date along with providing appropriate information to the hearing committee as well as communicate the time and date to the complainant and committee.
4. Hearing
 - a. Within five days of receiving the complaint assignment, the school director or board president shall schedule an informal hearing and notify the complainant

and respondent. The notice shall include a statement of procedures that will govern the conduct of the hearing. The hearing shall be held no sooner than ten days nor more than twenty days after service of the notice of hearing.

- b. If a hearing is necessary, the Board shall select among four alternatives:
 - i. the hearing may be conducted by the entire Board;
 - ii. the hearing may be conducted by at least three members of the Board,
 - iii. the Board may delegate hearing authority to an ad hoc hearing panel,
or
 - iv. the Board may delegate hearing authority to an individual hearing officer.
- c. The Board shall send written notification of the alternative that it intends to utilize for the hearing to the complainant, and the respondent within thirty days of receipt of the complaint. The hearing shall be scheduled within five days of receipt of the Board's notification. The complainant and respondent shall be notified in writing of the date, time, and location of the hearing, copies of materials or records that are provided to facilitate as smooth a hearing as possible. The hearing shall be held no sooner than ten days nor later than twenty days after service of the hearing notice.
- d. Persons present at the hearing shall include the complainant, the respondent, any individual requested by either party to provide assistance relevant to the consideration of the complaint, and the hearing body. The hearing body shall designate a member of their body to moderate the hearing to ensure compliance with procedures that shall be determined by the body itself.
- e. The hearing body shall issue a written hearing decision, which includes statements regarding the validity of the complaint allegation, any necessary corrective action, and the reasons upon which the decision is based. The findings and recommendations of the hearing body shall be determined by majority vote and shall specify the reasons on which the decision was based. Any hearing body member in disagreement with the majority may prepare a dissenting opinion to be included with the hearing decision.
- f. The hearing decision and related materials shall be submitted to the Board. If the Board accepts the hearing decision, it shall so state and issue a final board decision. Copies of the decision shall be delivered to the complainant and the respondent. If the Board rejects the findings of the hearing body, it shall issue a detailed decision stating its reasons for such a rejection and at its discretion may issue a final decision or repeat the hearing process beginning with selection among the four alternatives.

General Provisions

1. Complainant and Respondent Right to Records
 - a. A complainant or respondent may request access to information and records in the possession of the school, which bear upon the validity of the grievance. Records must be requested with reasonable specificity.
 - b. If obtaining the information requires unreasonable interference with other school duties and responsibilities or unreasonable school expenditures, the school may require that the requesting party pay the school reasonable fees for actual costs incurred in procuring and duplicating the records.
 - c. The school is not required to create a record in response to a request.
 - d. Information in requested records about subjects or persons not relevant to the complaint or which is otherwise private, controlled, or protected shall be expunged from the record.
2. Both the complainant and the respondent have the right to be assisted by knowledgeable persons, organizations, or groups of their selection at their own expense, at any point during the initiation, filing, or hearing of the complaint. The school shall, upon request, provide assistance to the complainant or respondent in understanding rights and obligations under this policy and other pertinent school, state, or federal regulations, policies, or other related materials.
3. The school will strive to respect the confidentiality of the complainant and respondent, consistent with legal obligations and the necessity to take appropriate corrective action.
4. Good faith submission of complaints will not adversely affect the complainant's future employment, grades, work assignments, or volunteer opportunities. However, malicious or frivolous complaints may subject a complainant to discipline. The school will discipline any individual who retaliates against any person who files a complaint or who testifies, assists, or participates in a proceeding or hearing relating to a complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.
5. Complaint records shall be kept by the school administration for a period no less than three years. Records shall include the names and positions of complainants and respondents, dates of filing and resolution, specific allegations and answers, levels of hearings and hearing officers, a statement of final resolution, and details of corrective action. Such records shall be protected under Utah Code 63-2-304. Any complainant or respondent may, at personal expense, make a voice recording of any hearing.
6. Costs involved in the administration of the policy shall be borne by the school.
7. This policy shall be delivered to each patron of the school annually. It shall also be posted in the front office of the school.

F: Employment of Relatives Policy

Policy Statement

The basic criteria for the appointment and promotion of employees at the American International shall be appropriate qualifications and performance as set forth in hiring policies and procedures. Relationship by a family or marriage shall constitute neither an advantage nor a disadvantage. No person shall be employed in a position that will result in the existence of a subordinate-superior relationship between such individual and any relative of such individual through any line of authority.

Reason for Policy

This policy ensures a fair and measured approach to employment of relatives and avoids the conflicts that can arise from nepotism.

Entities Affected By This Policy

All employees in any aspect of the school, departments and programs associated with the school are covered by this policy.

Who Should Read This Policy

All employees and candidates for employment are subject to the provisions of this policy.

Definitions

These definitions apply to these terms as they are used in this policy:

- **Board:** The governing body of the AISU
- **Line of authority:** Authority extending vertically through one or more organizational levels of supervision or management.
- **Relative:** Husbands and wives, parents and children, brothers, sisters, and any in-laws of the foregoing.

G: Acceptable Use and Social Media Policy

AISU's information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources:

Students must

Respect and protect the privacy of others.

- Use only assigned accounts.
- Not view, use, or copy passwords, data, or networks to which they are not authorized.
- Not distribute private information about others or themselves.

Respect and protect the integrity, availability, and security of all electronic resources.

- Observe all network security practices, as posted.
- Report security risks or violations to a teacher or network administrator.
- Not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner.
- Conserve, protect, and share these resources with other students and Internet users.

Respect and protect the intellectual property of others.

- Not infringe copyrights (no making illegal copies of music, games, or movies!).
- Not plagiarize.

Respect and practice the principles of community.

- Communicate only in ways that are kind and respectful.
- Report threatening or discomfoting materials to a teacher.
- Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
- Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
- Not use the resources to further other acts that are criminal or violate the school's code of conduct.
- Not send spam, chain letters, or other mass unsolicited mailings.
- Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

Students may, if in accord with the policy above

- Design and post web pages and other material from school resources.
- Use direct communications such as IRC, online chat, or instant messaging with a teacher's permission.
- Install or download software, if also in conformity with laws and licenses, and under the supervision of a teacher.
- Use the resources for any educational purpose.

Consequences for Violation. Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

Supervision and Monitoring. School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

American International's Acceptable Use and Social Media Policy applies to all technology resources including, but not limited to: personal laptop computers, school computers, cell phones, video and audio equipment, copy machines and information storage devices. AISU students, faculty, administration, and community members are expected to use school resources in a considerate, ethical, moral and legal manner.

All AISU technology systems and information stored on them are governed by school policies and are subject to school supervision and inspection whether they reside on school owned computers or computers or external drives brought on campus by students. The school reserves the right to monitor, access, retrieve, read and disclose all messages, information, and files created, sent, posted from, stored on laptops brought onto campus, or stored on its systems to law enforcement officials or others without prior notice. Any student who violates this policy or any applicable local, state or federal laws, is subject to disciplinary action, a loss of technology privileges, and may face legal prosecution.

H: Extra-curricular activities policy & Fee schedule

AISU's mission includes encouraging students to be "personally invested" and to "develop personal talents." Co-curricular and extra-curricular activities play an important role in developing valuable life skills—and these activities will play an important role in student life at AISU. AISU will participate in the UHSAA (Utah High School Activities Association) and will develop specific teams and programs in response to student interests.

Accommodations will be made, when feasible, for students with special needs based on students' 504 plans or IEPs.

AISU will adopt the local district's fee schedule. Fee waivers will be offered to students who qualify for free or reduced lunch. The Murray School District's fee schedule can be viewed via the link below.

http://www.murrayschools.org/wworks/pdf/parentsandstudents/registration_docs/murrayhighschool_allforms.pdf

I: Waivers of Administrative Rules

AISU intends to award high school credit on a competency basis, free from the constraints of the “time in seat” Carnegie Unit. As the Utah Code includes a provision supporting competency-based programs (Title 53A-1-409), we don’t anticipate that any waivers will be required, but will request a waiver if necessary.

AISU assumes that the relevant section of the Utah Administrative Code, R277-705-3, titled “Required LEA Policy Explaining Student Credit,” provides the AISU board with the authority to establish appropriate competency-based standards for awarding high school credit. AISU acknowledges that its policies in this regard will need to be acceptable to the regional accrediting association.

Otherwise, American International School of Utah is not seeking any waivers of Administrative Rules at this time.