

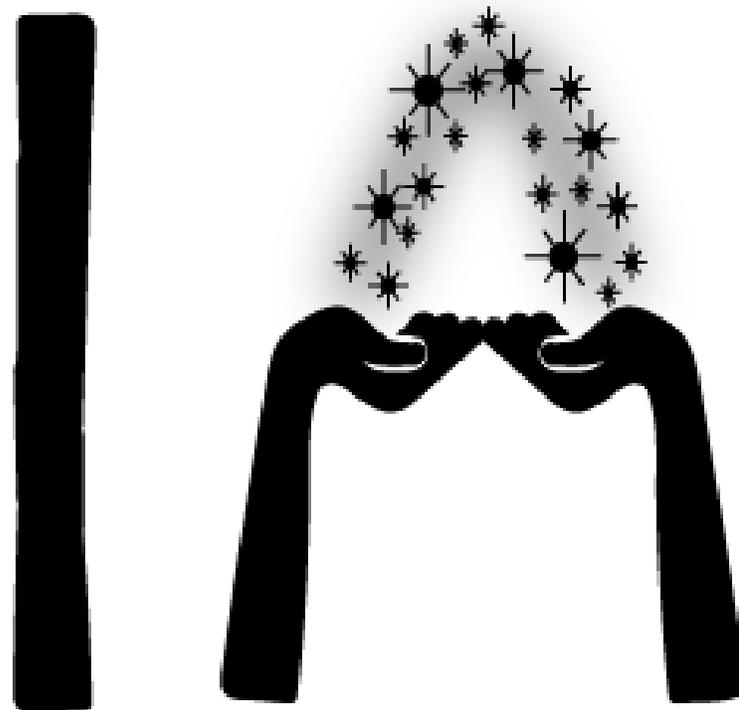


Utah State Charter School Board New Charter School Proposal

250 East 500 South, P.O. 144200, Salt Lake City, UT 84042
www.UtahSCSB.org

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Cover Page



Imagineer Academies

Required Information

Charter School Information

1. Name of Proposed Charter School: Network name: Imagineer Academies of Utah, School name: Imagineer Academy of Layton, Imagineer Academy of South Ogden, and Imagineer Academy of Roy
2. Name of Applicant: Bonni Jones
3. Authorized Agent: Bonni Jones
4. Mailing Address: Imagineer Academies of Utah, C/O Bonni Jones 3800 S 1900 W #192 Roy, UT 84067.
5. Phone Number: 435-313-5513
6. Email Address: bonni.jones11@gmail.com
7. New School Location and Location's School District(s): Three locations: 1. Northern Davis County, UT Davis School District, 2. Roy, UT Weber School District, 3. Ogden School district

Governance Structure

Name	Position	Area of Expertise	Any Charter Affiliations
Alisha Mayer	Board Vice President	Instructional Psychology & technology (applications technical systems analyst and implementation)	Lumen scholar (2018-19) & My Tech High high (2019-20)
Samantha Carey	Board Secretary	Therapist behavioral	None
Bonni Jones	Board President	Instructional design/ Educational technology	Venture High School
Jeff Good	Board member	Real Estate, business management, technical writing	None
Jared Howell	Board Finance	Banking, Finance	None

Enrollment

8. Year School will start:2021-2022
9. Grades Served: K-12, Individual schools: K-8 and high school.

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

- × Yes
- No: *Describe the difference.*

10.	10. Grades and Specific Number of Students Served by Grade	Max
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														Enrollment
Year 1 2021-22	K	1	2	3	4	5	6	7	8	9	10	11	12	
K-8 School 1	72	72	72	72	72	72	72	72	72					648
K-8 School 2	72	72	72	72	72	72	72	72	72					648
Year 2 2022-23	K	1	2	3	4	5	6	7	8	9	10	11	12	
K-8 School 1	72	72	72	72	72	72	72	72	72	72				720
K-8 School 2	72	72	72	72	72	72	72	72	72	72				720
Year 3 2023-24	K	1	2	3	4	5	6	7	8	9	10	11	12	
K-8 School 1	72	72	72	72	72	72	72	72	72					648
K-8 School 2	72	72	72	72	72	72	72	72	72					648

It is our intent to prove the first two schools then amend the charter to add a high school and an additional K-8 school. It is also our intent to have a preschool and childcare.

Waivers

- 11. Is this proposal seeking special treatment under UCA §53G-5-301?
 - Yes: *Provide a justification.*
 - No
- 12. Is this proposal seeking priority consideration under UCA §53G-5-504?
 - Yes: *Provide a justification.*
 - No
- 13. List any waiver requests here (i.e., Rule numbers and titles).

Signatures

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the

data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.
Name of Authorized Agent: Bonni Jones
Signature of Authorized Agent:
Name of Charter School Board Chair (if different than Authorized Agent)
Signature of Charter School Board Chair (if different than Authorized Agent)

1. Key Elements

1a. State the proposed school's mission.

To accelerate the educational transition to individualized, mastery, student centered, challenge based learning.
To have the most sought-after graduates who are happy, love to learn, push themselves to grow, create better ways to learn, find and solve problems and overcome challenges in unique ways.

1b. State the legislative purpose(s) outlined in UCA 53G-5-104 which this school specifically satisfies.

Imagineer Academies will satisfy the following state legislative purposes:

- a. Continue to improve student learning
- b. Encourage the use of different and innovative teaching methods
- c. Create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school
- d. Increase the learning opportunities for students
- e. Establish a new model of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of innovative measurement tools

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

The Challenge Based Learning (see appendix E) framework fulfills the State Charter School Board's mission and vision as it provides individual choice, incorporation of innovative learning tools and methods that are aligned with individual learning needs. A badge and credential system give every student the ability to see mastery progress and achievement. By dividing the responsibilities for learning into design, assessment and coaching, Imagineer Academies can optimize oversight of learning and accuracy of mastery assessment. This innovative responsibility structure allows us to create a consistent learning experience throughout the school that isn't teacher dependent. There is a natural check and balance system that keeps us cohesive as a team, working together to make improvements, and able to offer each child an amazing learning experience that is just right for their

unique learning needs.

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

Divide the responsibilities for learning. We are choosing to follow Western Governors University model where responsibilities are separated and given to different educators. Optimal learning designers are responsible for instructional design. Assessment designers have the stewardship of providing differentiated accurate assessment of mastery. Imagineer coaches oversee the classroom learning experience. They have para professionals to assist them. As a network of schools, we can combine our design, assessment, and coaching efforts to develop optimal learning practices and determine best tools to support individualized challenge based learning much quicker. There will be extensive staff training to become Imagineers and lead learning as an Imagineer would.

Evidence of mastery is designed and communicated. Scaffold learning mastery throughout all levels of standards in each grade so what has been learned and what will be learned is clear and intentional. Earned mastery badges carry with them mastery evidence shown by the students so team members will know exactly what has been learned.

Badges mark mastery of state common core standards and provide evidence of progress. Badges are equivalent to an A on traditional report cards. A partial badge communicates that the concept has been introduced and some learning has happened but mastery has not been demonstrated. Credentials will mark the expertise of 21st century skills and significant experience as defined by local and national industry. Credentials, supported by a portfolio, gives students an advantage in an innovative market.

Learning utilizes interdisciplinary themes that have various problems and sub problems for students to find and solve. Students always have choice in methods, tasks, experiences, teacher interaction, and collaboration that guide the learning, as well as identifying and solving problems, and sharing the learning to demonstrate mastery of the concepts.

Train students who can fuse imagination, creativity, problems solving, innovation and magical thought with unique expertise. Our goal is to create lasting positive memories for every customer. It is the foundation of our decisions and drives us to make sure that every child who enters a learning environment is individually respected and valued and having magical learning experiences all the time. We feel that in order for children to be successful adults in a changing future economy, we must become exceptional at integrating imagination, creativity, problem solving, innovation and magical thought in all of their academic development so our students will be able to solve the problems they will face in the future.

Develop 21st century skills and technical knowledge. Coding, Genius hour, and Making are incorporated in the challenges for every grade. Team and character development will be part of the optimal learning design and time will be devoted to that development.

In all grades, teachers and para professionals specialize in content areas. Lower grade teachers will not be responsible for teaching all subjects.

Parent development and involvement is a priority. Time and development will be given to parents so that they can experience and understand learning in this way for themselves. Additionally, parents will get support in their ability to recognize new learning milestones and know how to properly support their child's progress and growth. At quarterly meetings, parents will have opportunities to participate in problem identifying and solving with some staff and at times students. They will have the ability to praise, suggest improvement and assess mastery of student work online as well as at celebrations of learning. They can also be involved in the learning experience through the following: fieldwork, as an expert, and thematic ideas and resources.

1e. Describe the academic goals of this school.

Our goal is to have continuity of learning from kindergarten through high school graduation. All teachers are certain about what a child has mastered in earlier years. Methods of design and assessment are consistent throughout all grades. We are constantly improving those methods and developing innovative, cutting edge ways of to provide optimal learning and assessment. By using multiple assessment measurements, we have strong evidence of each student's learning mastery. This continuity and individualization give us the ability to serve students with disabilities more effectively.

Students will be trained to be independent learners and take the responsibility for their learning progress. As they increase in their ability to act responsibly, they are given more choices and opportunities to participate in learning design. With that independence and empowerment, students can take their learning beyond the required standards.

We will seek teachers who are well versed in student-centered learning pedagogy and prefer it over traditional methods. They find joy in figuring out how to optimize the learning experience for each student and make it magical (having a special, exciting quality that makes learning memorable, different and better).

Leaders, designers, coaches and teachers are all striving to use the International Society for Technology in Education (ISTE) standards as a guide and a focus to continually improve our individualized learning environment, content, systems and processes. They use the Substitution, Augmentation, Modification and Redefinition (SAMR) and Technological Pedagogical Content Knowledge (TPACK) models to help us wisely use technology and decide when it is the most effective.

Replace a grading system with a badge and credential system that marks mastery and shows learning progress. Every badge earned has a description that communicates clearly to the student, parent and staff what has been accomplished to get the badge. We will also include evidence of their mastery with the badge.

2. Program of Instruction

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

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

2b. Briefly present the overall vision for how the school will operate. “A Day in the Life” narrative can be helpful.

I start my day in crew. This is where I share things that are important to me, struggles I’m having with the challenges, and learn about how to be a good person. I also do activities with my crew mates to learn how to work together. We feel awesome when we conquer the challenge. Then I get to pick my goals for the day. I choose the badges I want to work on that help me with the problems I want to solve. Oh, I forgot to tell you about the Big Idea and the problems I chose. Well a community wants to have a celebration and we need to help them. We brainstormed and decided they need food, games, and ways to share what makes their culture strong. I chose to figure out how to do the food. In order to solve this problem, I need to read and write words to communicate well with customers so I work on those badges. I also need to learn about the foods that are part of that culture. The day is broken into 3 learning blocks. During the first part of the day I work on those badges. There are coaches that help us with each of the different badges. They teach us, provide hands on activities, have us work in groups, sometimes we do things on a technology device, and give us time to work alone. Today I’m working on the reading and food culture badge. After the literacy block we have recess.

After recess the math and technology coaches team comes in. These coaches help us with math badges necessary to help us figure out how much the food to order, how much it costs, and how much to sell it for. They also help us with programming badges that are important for totaling orders and calculating the change. They also help us learn how to appropriately share our learning and solutions with others. I chose 2 different math badges today. I want to get these badges before I work on my coding project. After math and technology we go to lunch.

After lunch the sciences and maker coaches team comes in. They help us with the food science, digestive system, healthy eating and booth building badges. If I need other breaks during the day there are places where I can do that. I don’t sit in a chair all day. I can move around and learn in different ways.

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

Traditional education	Imagineer Academies
<p>Schooling is something educators provide and direct. Compliance systems govern expectations. Learners follow steps and procedures prescribed. Focus is on consuming information to pass tests.</p>	<p>Learning happens when students seek and co-construct it. Teachers and students share expertise. Real life problem finding and solving are the essential part of learning. Inspiration is one of the chief needs of today's students. Our responsibility is to spark a curiosity that empowers students to learn on their own, to wonder, to explore, to lead. (Couros, 2015)</p>
<p>One size fits all - teacher selects lessons to</p>	<p>Student chooses from many options within a</p>

<p>give, chooses process, and gives no or limited options. It is common for students to fail without learning from it, and where shame and avoidance are common.</p>	<p>teacher created framework, create their own learning plan and are allowed/encouraged to come up with other options. Courage, vulnerability, trust and learning from failure are common. (Brown, 2018)</p>
<p>Teacher centered, passive learning methods. Grounded in control and compliance. Uses data to assess what was learned and what was not in order to reteach and maintain fidelity in the curriculum to pass tests.</p>	<p>Student centered, participatory, self-directed, active learning methods. Grounded in learning experiences designed by teachers and learners. Assess to determine growth and next steps for continuous improvement. (Martin, 2018)</p>
<p>Students all progress at the same time in the same way, moving on whether or not competency is achieved</p>	<p>Students progress individually showing competency as they go. Learning mastery is celebrated with badges. Students progress to the next level of badges when all mastery badges matching state standards have been accumulated. (Hurst, 2015)</p>
<p>Summative assessments are exams and at times projects where everyone does the same thing.</p>	<p>Summative assessments are varied and can be student suggested. Learning will be shared/demonstrated with authentic audiences. The concept of students teaching teachers and other students will be incorporated. (Tomlinson & Moon, 2014)</p>
<p>Students are motivated by doing the least amount of work to get the grade they want. Some are motivated to avoid negative consequences of getting bad grades. The focus is “what do I have to do?” Students just want to get through the class and school.</p>	<p>The foundation of motivation: Autonomy (desire to direct our own lives), Mastery (urge to become better at something that matters), and Purpose (yearning to serve something larger than ourselves). (Martin, 2018)</p>
<p>Students are trained to do what teachers want. They often become disconnected from their own learning passions, not knowing how to integrate their passions into the learning experience.</p>	<p>Students are trained to be in tune with their passions and have ways to include them in their academic work. They are trained to be attentive to their emotional investment in learning and know that when it is low. They can say something and get help to improve the experience. (Cope, 2015)</p>
<p>Classrooms are set up in ways that are not conducive to learning with a practicing mind. They are constantly focused on the product rather than the process. The students spend too much time measuring their distance from the goal.</p>	<p>Students are taught the mindfulness skills that will help them increase in discipline, consistency, and joy in the work. This focus on process instead of product/end goal is a critical component in creating tenacity and grit in our future generation of workers. (Sterner 2012)</p>
<p>Students do group work at times but are not trained in how to work together as a team. As a result, group work is often frustrating and dysfunctional.</p>	<p>Our students will be trained to speak up in ways that keep the discussion safe, confront problems quickly and develop solutions. They will learn to clarify group direction, priorities and commitments,</p>

	hold each other accountable, and maintain high team motivation. This training will help them to become a strong team member. (Lencioni, 2002)
When students are not learning or being successful, they are often labeled as “not trying” or “lazy”. Teachers see their role as delivering content, organizing formative learning materials and administering assessments. Poor performance is often considered to be a problem with the student not a problem with the learning process, culture or methods.	When students are not learning or being successful in the learning process, the teachers, as the learning professionals, take responsibility to figure out what is not working. They find resources, make adjustments and try other methods until the child is learning and achieving success consistently. (Abrashoff, 2012)

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

Methods of instruction: Our optimal learning designers will organize core standards under frameworks with authentic problems to discover and solve. Each content area will create learning frameworks that provide students differentiated ways to discover, learn, demonstrate proficiency, and solve problems associated with the challenge and standards. Those ways of formative learning will include small group lessons, self-guided discovery, collaborative activities, authentic fieldwork, skill development/practice with immediate feedback, trial and error makerspace experiences.

Curriculum selection: We will select curriculum that has been proven to be exceptional for individualized innovative learning practices. Math learning will begin with concrete manipulatives and simulations that form a concrete base, then add the abstract symbols and do some practice digitally so they can get immediate feedback. Language arts will also include manipulatives and phonics to establish a solid base, then physical books and hand writing practice, and digital tools for writing, creating and sharing their written work. Sciences and social sciences will use physical and written materials and resources that support learning about the big idea and its associated problems. Materials will be selected from different places. Technology is used to enhance learning.

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

The Challenge Based learning model initiates the learning with a general idea. Then an essential question is asked that opens to the possibilities of challenges involved under that idea. At Imagineer Academies, designers and teachers will select general ideas and their connected challenges so that the students can meet the requirements of the standards as they go through the guiding questions, activities, resources, creating and implementing a solution, publishing their work and reflecting. Students will know what is required to earn each badge, as the standards linked to each badge will be communicated in child friendly language. Assessment designers will have at least two different summative evaluation processes to make sure the child has fully mastered the skills. The goal is to be mindful, fully present in the learning experience, having time to create and enjoy figuring things out in ways that are important to them, not trying to get through stuff that they have to do to get a grade. Students will be exposed to all standards. Mastery of them requires an individual timetable. Here are the first-grade standards broken down in days: Language Arts 4 days/standard, Fine Arts 11 days/strand, Library Media 14 days/strand, Math 6 days/standard, PE 18 days/standard, Science 18 days/objective, Social Studies 20 days/objective.

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

The school will have a student services department trained to follow proper procedures with respect to IDEA for students identified as special education or with 504 accommodations. These students will have the entire continuum of placement options available and will be placed in the least restrictive environment. The student services staff will work with curriculum and assessment designers to make the necessary adjustments to badges for the students who need accommodations. Students who are educationally disadvantaged and who just need a little more time to learn certain things will benefit greatly from our learning culture and approach. With smaller adult to learner ratios they will have support more often when they don't know what to do or can't get past a difficulty. They will have a variety of ways to learn the concepts so they can better connect to their background knowledge. As they learn to take more and more responsibility for their learning, they will be able to direct their learning in ways that are best for them. Advanced students can thrive in this learning environment because the genius hour time gives them devoted time to solving real world problems, they are passionate about. There is no limit on where they can take their learning. With this culture of problem solving and individualized learning, all students can frequently choose to take their learning beyond the core standards because it is what they want to do.

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

In addition to the state graduation requirements, students will need to have a portfolio with their genius hour projects, failures and successes, and problems they engaged in trying to solve. They must also have sufficient technology experience in coding, proper use of internet and social media, and the latest technology advances that are changing industries.

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

NA

3. Market Analysis

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

The proposed network for Imagineer Academies is in the South Weber County and Northern Davis County area. Our intent is to have the schools close enough to travel to a future high school. Exact location is not known at this time. We will be seeking areas that serve students who don't have a charter school option close by. The governing board will work with realtors, county land records and contacts of people supporting the school to find a suitable location at a reasonable price.

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

The Utah Incident report shows that students who are economically disadvantaged have almost

double the incidents as those who are not. Utah schools have an increasing number of students who have a low commitment to school. Our students need different systems, structures, processes and cultures for learning where their commitment is high, they are confident in their ability to succeed, they want to be in school and choose to be actively engaged in learning instead of getting in trouble for deviant behavior, failure avoidance strategies and fighting for autonomy in a compliance atmosphere. There are other school leaders who have this desire, but this kind of vision cannot happen without incorporating all six sources of influence required for change: personal motivation, personal ability, social motivation, social ability, structural motivation, and structural ability. (Grenny, Patterson, Maxfield, McMillan, & Switzler, 2013) Imagineer Academy is prepared with new structures, processes and systems to provide better sources of motivation and ability influence.

Source of influence	Imagineer’s changes to provide that influence
Personal Motivation	Imagineer Academy changes the personal motivation by using badges and credentials to mark mastery progress and give students some control over their learning. Additionally, students have more autonomy and voice in their learning. Challenge based learning and genius hour time provides consistent direct meaningful experiences with purpose.
Personal Ability	The pace of the learning and class time is designed so that students can develop the ability to be fully present in the moment as they practice and become skilled. (Sterner, 2012) Learning resources will be selected to give students prompt feedback as they practice. Since the focus is on mastery, students will not advance until they have developed the necessary skills. Expectations for success are clear and consistent throughout the school. When students advance, they will have the ability to successfully perform future tasks.
Social Motivation	Discussion about the learning experience with the students will be a common practice. Students will be part of the team for providing feedback of things that are working and are not as well as voicing suggestions for improvements. Imagineer Academy’s mastery system uses badges and credentials to mark student progress in manageable chunks. This system uses social capital in ways that promote growth and collaborative support in that growth.
Social Ability	Imagineer Academy’s mastery system provides authentic audiences locally and worldwide. It also gives parents the opportunity to learn from student work and give feedback. These interactions provide students with a wide network of people who are interested in their work and progress. Everyone in the school is a learner as well as a teacher. Professional development is structured in ways that constantly have teachers and staff experiencing learning just as students do so they become better at leading it. Administration works much of their time in the classrooms so they know firsthand what the learning experience is like for teachers and students. The classroom is strategically designed for multiple adult collaboration of the learning experience not just the sole responsibility of one teacher. Each have different responsibilities and support roles that make this kind of learning experience possible.
Structural Motivation	Challenge based learning provides students the opportunity to do something meaningful that has the potential to make a difference in the

	community. It also gives them a chance to connect with experts from around the world, locally and parents who are interested in them and their work. In every room throughout the school there will be an Everyday Magic Toolkit to assist everyone in giving appreciation, recognition, and encouragement. (Cockerell, 2008) Acknowledgement is given along the way, not being withheld until phenomenal results are achieved. The learning systems are designed to support students individually so that they can be successful. Failure that happens in Imagineer Academy is real world failure that is learned from, revised and overcome.
Structural Ability	Imagineer’s structural environment is a key factor for successful change. Rooms are designed with multi-use learning areas to facilitate all possible learning and creating needs. The space requires multiple adults collaborating to make the learning successful. Teachers cannot do what had traditionally been modeled. They have to do something different. They systems for assessing, monitoring progress and mastery are consistent throughout the school. They are no longer teacher dependent. When a child has earned a badge or credential, everyone knows what level of competency was achieved. Bathrooms and drinking fountains are accessible from the classroom.

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

Utah school incidents reported – 54,923 incidents were reported. This data is believed to be underreported to USBE. Truancy is common with other incidents. Utah incident report					
Risk factor – academic failure	6th grade 31% 10th grade 32% (2017)	8 th grade 26% 12th grade 41%	6th grade 32% 10th grade 36% (2011)	8 th grade 35% 12th grade 35%	
Risk factor – low commitment to school	6th grade 37% 10th grade 44% (2017)	8 th grade 42% 12th grade 50%	6th grade 36% 10th grade 32% (2011)	8 th grade 37% 12th grade 36%	
Mental health indicator - depression	6th grade 18% 10th grade 31% (2017)	8 th grade 25% 12th grade 28%	Student Health and Risk Prevention Sharp Survey Davis, Weber & Morgan counties		
Ogden District	Charters in Ogden District	Weber District	Charters in Weber District	North Davis District	Charters in North Davis District
Elem 14 Middle 3 High 2 Enroll 11553 Econ D 79%. Class size 26	Elem 5 Middle 4 High 1 Enroll 3681 Econ D 52%. Class size 19	Elem 27 Middle 9 High 5 Enroll 32171 Econ D 28%. Class size 27	Elem 4 Middle 5 High 3 Enroll 4096 Econ D 37%. Class size 19	Elem 24 Middle 8 High 4 Enroll 28183 Econ D 18%. Class size 29	Elem 5 Middle 4 High 2 Enroll 5183 Econ D 48%. Class size 19
Superintendent’s Annual Report					

3d. Explain in detail how the proposed mission, vision, and program of instruction align with the

educational needs of the population described in 3c.

Educational needs of the population:

A big key for students to become educated is based on relationships with adults. The population needs to have positive relationships with many adults throughout their school experience.

The population needs opportunities to communicate challenges they are having with learning at school and in the home and be part of finding the solution.

Schools use the hidden rules and norms of the middle class. The population needs help learning those rules and norms to help them be successful. (Payne, 2003)

The population needs teachers to consider the purpose of homework when the child does not have parental support or at times technology.

Our alignment:

The purpose in accelerating the educational transition to individualized, mastery, student centered, challenge based learning is to develop an intense focus on meeting the educational needs of the population within the state requirements and preparing them for an innovative economy. In order for students to love to learn, we must have learning environments and a culture that fosters positive relationships, discusses learning difficulties and challenges with students and their parents and involves them in finding solutions. Imagineer Academies learning designs will be able to adjust the learning experience when teachers can tell the students are not prepared for learning.

We will also recognize the need to be understanding when a child is not familiar with middle class rules and norms. Mastery progression and challenge based learning allow them to push themselves to grow and try new solutions for overcoming the learning difficulties they and their families are having. We will find ways to make sure students and their families are not burdened by homework they are unable to do.

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

1. Responsibilities for the learning experience and assessment are shared among several teachers, instead of one teacher carrying the full burden.
2. Progress is marked with badges when mastery is demonstrated, instead of getting a grade and moving on whether they understand or not.
3. A child's learning experience is consistent throughout all the grades and schools because the teachers as a team all work collaboratively within the school and with the sister schools. More eyes are seeing and analyzing the learning experience. There are frequent opportunities for students and parents to share concerns, difficulties and potential solutions. The whole learning community strives to do what is best for each child.
4. All of us are learners and teachers.
5. All training for parents and faculty is done in the challenge based, mastery learning format so that we are all experiencing what the young learners doing.
6. Coding and computational thinking are incorporated in challenge. Students learn early and throughout their school experience, how to create programs that help them solve problems and share their work with authentic audiences.
7. The learning space is designed to accommodate all possible learning, problem solving and curating needs: quiet, collaborative, instructional, investigative, maker, recording, personal, assessing, creative, innovative, imaginative and expert mentoring spaces.

Appendix A: Background Information Sheet & Resume

*Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form and **include a resume**. This page may be copied as many times as necessary. Delete these instructions.*

Name: Bonni Jones

Role: Founding Board member, President

Expertise: Bonni Jones has 10 years of experience as an educator with public education in junior high and high school, online as well as brick and mortar charter schools. She has 2 years of experience in a private school. She has 10 years of experience as a homeschool educator highly involved in homeschool groups. She has a unique understanding of the pros and cons of many variations of education to speak to the desires, needs and interests of all parents and to communicate how Imagineer Academy can uniquely meet them. She has 25+ years of experience with blended, individualized, online, mastery, differentiated learning and assessment. She has tried many variations of learning models while incorporating technology in various ways to have first hand experience as to what has worked for students and what has not, what are the best uses of technology and when is it not beneficial.

As a team building, challenge course instructor, Bonni has 9 years of helping people overcome their obstacles, work better as a group, and discuss difficult topics safely and purposefully. She has demonstrated her ability to have and hold a vision, help people connect and commit to that vision, and unify a group who are able to accomplish something that has never been done before through the following projects. With 7 prospective eagle scouts and 4 parents they led the building of an original community-built playground, designing the project, raising \$120,000 in 5 months, ordering materials, borrowing and checking out tools, feeding over 5000 volunteers throughout the 5 build days, and providing child care. This kind of project had never been led by youth. She also led a team who designed and ran a regional cub scout day camp for over 4000 boys.

Bonni has worked diligently to develop a strong educational network as well as a local business network. She has a professional learning network of innovative educators from around the world that she shares with and learns from through Twitter, EdWeb, International Society for Technology in Education, and UCET. She belongs to Corporate Alliance, Tribe House, Alignable, Silicon Slopes, and attends Million Cups when possible. These memberships keep her connected to local businesses and new startups so she can know what skills, abilities and credentials businesses are wanting their employees to have and what new hires are lacking. Those relationships can help her with business challenges.

Email Address: bonni.jones11@gmail.com

Select the statements that are applicable and, if applicable, proceed as directed:

yes I intend to become an employee of the school. *I intend to be the director. As we start hiring and having parent meetings, I will step into the role of director and leave the board.*

I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

Statement of Intent:

I have 10 years of experience in public education with 8 years being in charter schools both online and brick and mortar. I have served as a SIP team leader, opening camp director, and house leader. A house is 4 teachers and their advisory students. I understand firsthand the need to give personal attention and care for the teachers. I have co-authored the digital teaching and learning grant, attended the training and had a stewardship as a technology coach to find wise uses for the funds. I know the importance of finding the most appropriate resources to support teachers in reaching their goals. I know how to how to find ways to accomplish the goal within the financial constraints.

As board president for Imagineer Academies, I am personally committed to ensuring the successful implementation of the program as outlined in our charter application. As director, I am committed to maintaining the vision, mission and purpose as outlined in the charter. I will seek other people who have a connection to the vision and find ways for them to express their passions and have a unique part to play in the design and development of the learning culture that supports of our charter vision.

Not-for-Profit History:

Served in many positions in the Boy Scouts of America with over 10 years of service in a local pack or troop. Was the district day camp leader responsible for 3 years designing and holding cub scout day camps each summer. I was the regional day camp leader for 1 year.

Weber County Circles program helping them with the curriculum for helping people out of poverty. Through this experience Bonni has gained a greater understanding of the needs of students and parents who struggle to adequately provide.

Employment History: Using as much space as necessary, 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. Also include any for-profit or financial dealings with charter schools.

Venture High School – Teacher, August 2013 to present

- Co-authored our Digital Teaching and Learning grant. I was the edtech specialist to evaluate technology usage, training and tools that would enhance learning in our school
- Camp lead at our opening camp with stewardship over 7 teachers, meals, transportation, activities, chaperones and about 150 students.
- Blue house leader having stewardship for 3 teachers helping them with their crew curriculum

Imagineer Academies

and challenges they are having.

- As a crew SIP team leader, I provide the expertise in team building. I train other teachers in the use of team building initiatives. I create new large group (40+) initiatives. I also check with teachers to see how they are doing and make sure they feel prepared and have what they need to be successful.
- Designed a blended math curriculum for all grades and continuously find the best tools to enhance learning.
- Designed a gamified curriculum for financial literacy simulation.
- Designed Breakout experiences and taught other teachers how to make them.
- When there was discord and frustration amongst administration and staff with respect to camp. I spoke with the principal and each teacher. I then moderated a discussion that maintained positivity and found solutions that everyone agreed with.
- Got a \$6000 grant so our 10th graders could take the Highlands Ability battery assessment.

College Board – Educational testing AP Computer Science Principles Reader, June 2017 to present

- Experienced the launch of a new AP exam
- Experienced the change from grading on campus with all other readers to grading remotely at home

Pine View High School – Teacher, August 2011 – 2013

- Found ways for technology to enhance math learning within the constraints of a school with 2 computer labs and 1 portable computer lab and no money to purchase software.
- Interviewed other math teachers to see why we were not discussing and evaluating the blended approach I was trying. They responded that they were fearful of using technology and having the students be better than them at it.
- Coached tennis

Utah Online High School – Teacher, August 2011 – 2013

- Found many ways to communicate with students to help them understand math when they are learning remotely.
- Worked with parents whose student was not progressing

Staheli Family Farm Challenge course - Partner, designer, instructor 2010-2013

- Created online marketing presence
- Designed course experiences
- Led challenge course experiences with groups from 20 - 150

Education History:

Boise State University M.E.T 2017

Weber State University BS 1988

Class Ropes course, challenge course certification 2010

Real Estate licensure 2006

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Name: Alisha Mayer

Role: Founding Board member, Vice President

Expertise:

Alisha Mayer is an innovative educator and leader with over 19 years of experience in adult training, education, and evaluation. She has nearly two decades of experience in key areas that are of value to the Imagineer Academies board. Areas of proven success include: Program evaluation, identifying stakeholder needs, innovative problem solving, effective assessment of progress to goals, change management skills, facilitating performance improvement, adapting instruction to multiple skill levels, and designing and facilitating learning for all ages from two to ninety-two. The skills she brings are vital to start, maintain, and propel Imagineer Academies in the start-up phases and beyond.

Email Address: alisha.c.mayer@gmail.com

Select the statements that are applicable and, if applicable, proceed as directed:

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Statement of Intent:

I, Alisha Mayer, have thousands of hours collaborating, problem solving and educating others to fulfill the mission, vision, and goals for a variety of teams. In that time, I have seen the vital role that creating psychological safety can have on creating excellence and success in the workplace. As a member of the board for Imagineer Academies, I am committed to: accessibility, dependability, fallibility, proactively inviting input, and learning from failures. These commitments will allow for more open and meaningful discussions and debates in-turn delivering more insightful and united decisions helping Imagineer Academies succeed long term.

I am the Director and Founder of Bright Light Institute LLC. A company focused on uplifting and empowering individuals and uniting families and teams in purpose. We accomplish this by focusing on three key areas:

8. The power of Intentional Design in creating success in any family or team.
9. The F.R.E.E.D.O.M. system which helps individuals accelerate their journey from failure to function to freedom.
10. The Safety to S.O.A.R initiative which empowers families and teams with the tools needed to begin to build and maintain stronger, more meaningful connections.

These three areas of expertise will also serve the vision and mission of Imagineer Academies in positive and lasting ways.

I am fully committed to volunteering my time and expertise to Imagineer Academies in the coming months and years as we pursue the vision, mission, and goals set forth in this proposal. My commitment to the vision of Imagineer Academies has been strengthened over the past year as I have worked with Bonni Jones, the school founder, to flesh out ideas and sharpen the mission and vision of the academies. After countless hours in discussion and research, I can confidently commit to supporting the design, creation, and implementation of the Imagineer Academies and the programs as they have been outlined in this proposal.

Not-for-Profit History:

I have spent time collaborating with the founder of the nonprofit Winter's Gift. Our time was spent researching and evaluating nonprofits versus Limited Liability Corporations to determine the most beneficial incorporation for our individual startup companies. In our research I was introduced to the many laws and regulations governing nonprofit organizations.

I worked with Intermountain Healthcare, a not-for profit, for over 11 years. During my tenure with Intermountain I was able to experience first-hand the impact of powerful and positive governance. Although I have never served on a nonprofit board, one thing I highly benefited from was clear and timely communication which I hope to bring to the board and stakeholders.

I worked directly with the governing leadership at the nonprofit, Women for Decency for over a year. My role with the organization was to evaluate and give recommendations regarding their White Ribbon Week Program. My time with the leadership of this organization included a great deal of experience: managing expectations, providing critical and often unexpected data, facilitating discussion in working meetings, and providing research and data-driven recommendations. All of these skills will be essential in my job as a member of the Imagineer Academies board.

Employment History:

Director May 2019 – Current

Bright Light Institute LLC

- Designed and developing website
- Creating curriculum using strong instructional design background
- Familiar with laws and regulations related to Limited Liability Company
- Received approval of application for exception to policy
- Developed plan to accomplish company objectives while staying within company budget
- Researched technologies and products for use in both website and online course projects
- Performing quality assurance testing prior to deployment of website

Mentor & Learning Facilitator Aug 2016 – Current

Mayer Minds Homeschool

- Track expenses and file for reimbursements with local charter school
- Assist children with activities, including learning assignments, fitness, art and literacy
- Develop activities and integrate technology to diversify instruction
- Work with students one-on-one to increase their love of learning
- Taught group of four children ages three to five weekly for calendar school year
- Established and maintained rapport with parents to facilitate communication and progress

Applications System Technical Analyst Mar 2014–May 2017 and

Intermountain Health Care **Jan 2004 – March 2012**

- Lead group of 18 expert users who educated and supported clinic staff
- Reduced regional training support calls by 49% by implementing training program
- Developed strategy and successfully rolled out new applications to over 100 clinics
- Created online tutorials for self-paced learning
- Performed detailed quality assurance testing to ensure integrity of application
- Customized training design to improve learning in the classroom
- Experienced in trouble shooting multiple practice management systems
- Initiated interdepartmental cohesiveness through development of best practices
- Proposed innovative ideas to expand the functionality of system
- Decreased margin of error by automating existing manual processes
- Created and implemented marketing plan to increase clinic kiosk users
- Implemented the Success Series focused on training staff on small impactful software changes and the most common support line questions

Program Evaluator May 2012 - Dec 2013

Women for Decency - White Ribbon Week program

- Facilitated multiple working meetings with leadership and stakeholders
- Designed Mayer Model as a substantiated tool to help evaluate volunteer programs
- Performed program evaluation for a nonprofit entity providing services in 16 states
- Created, tested, and administered online surveys to 400+ stakeholders
- Gathered and coded data of 130+ volunteer survey and interview records
- Analyzed data to identify gaps in eight key areas
- Provided detailed research and data-driven recommendations in published report to client

Teaching/Research Assistant Feb 2012 – Aug 2013

Brigham Young University

- Supported research efforts to evaluate the newly released BYU Learning Suite
- Tutored struggling students individually and in small groups to reinforce learning concepts
- Primary Instructor of students for multiple undergraduate level courses
- Optimized learning plans and quantified student progress through test administration
- Implemented lessons following school's curriculum, goals, objectives and philosophies
- Assessed student assignments to check quality and completeness and assign grades
- Took attendance, graded assignments, evaluated course progress, and submitted final grade
- Set up audio and visual equipment to support lesson delivery
- Experienced in the use of multiple Learning Management Systems including: Blackboard, Instructure Canvas, and BYU Learning Suite

Account Manager/Trainer April 2000 – Aug 2003

Companion Technologies

- Traveled nationwide training medical practice management software to clinical administrators and staff
- Increased peer knowledge through implementation of Train the Trainer course
- Adapted to needs of client training requests requiring 24 hour learning curve
 - Presented course material at Annual National Users Conference
- Maintained detailed documentation in a fast-paced environment
- Trained both instructor led and online courses
- Successfully taught groups from a couple to a room full of 80+ learners
- Tested Palm Pilot Interface to ensure practical needs of end user were met
- Performed detailed quality assurance testing to ensure integrity of application

Education History:

Masters of Science, Instructional Psychology & Technology Dec 2013

Imagineer Academies

Brigham Young University Salt Lake City, UT
3.94 GPA

Bachelor of Science, Psychology Dec 2010

University of Utah Salt Lake City, UT
3.86 GPA Graduated cum laude

Internship Jan 2010 - Aug 2010

Center for Teaching and Learning

University of Utah

Associates of Science May 2006

Salt Lake Community College Salt Lake City, UT
3.92 GPA Graduated High Honors

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Name: R Jared Howell

Role: Founding Board Member, Finance

Expertise:

I have 30 plus years in the banking industry with an emphasis on Business Management. I am responsible for day to day operations. Hiring and training employees. Coaching and developing Staff. Audit procedures. Regular training on safety and security. Team Building. Problem resolution. Customer service.

Email Address: bishophowell@gmail.com

Select the statements that are applicable and, if applicable, proceed as directed:

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Statement of Intent:

I am committed to assist on the board as needed. I have a wealth of banking knowledge and finance knowledge that I feel will contribute to the success of the organization.

Not-for-Profit History:

I have worked for America First Credit Union for 30+ years. This is a not for profit corporation providing banking services to the member/owners. My primary focus has always been to provide financial services of a superior quality to the members of the credit union. My primary focus is the financial well-being and betterment of those I help.

I have served as a volunteer in my church with 8 years as a congregational leader.

I have been a board member with Weber Human Services in Weber County. My role was to assist in fund raising for the foundation.

Employment History:

America First Credit Union 1987 – Present

Positions include: Member Service Representative, Computer operator, Loan officer, Loan Trainer, Call Center Management, Branch Management

Education History:

Bachelor of Science – Business Management – University of Phoenix 2002

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Name: Samantha Carey

Role: Founding Board Member, Secretary

Expertise:

Samantha Carey has almost five years experience as a licensed counselor in several capacities. She has worked in the mental health field in other capacities for over 10 years. Through her experience in the mental health field, Samantha has developed a profound understanding of the diverse needs of individuals specifically regarding children and adolescents. Samantha bring expertise with her ability to identify areas where mindfulness and other therapeutic techniques can be utilized. Samantha is able

to manage and reduce conflict within relationships.

Email Address: samantha.carey12@gmail.com

Select the statements that are applicable and, if applicable, proceed as directed:

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Statement of Intent:

I have over 10 years of experience in the mental health field. During this time, I have dealt with many families, individuals, and administrators. I have developed an understanding of the diverse needs of individuals, the importance of personalized attention to others emotions and needs, goals setting, and positive self-regard. Due to each individual having their own unique needs and the importance and value of incorporating individualized plans per the situation at hand, I am fully supportive of Imaginer Academy's plan and program as contained within this application.

Not-for-Profit History:

While I do not have direct experience working with Not-for-Profit schools or boards, I have experience working within a Not-for-Profit agency and have assisted with many events. Both Shelter Care Ministries and Rockford Sexual Assault where I have worked are non-profit entities. I am looking forward to utilizing my expertise to improve students, families, and professionals of Imaginer Academy.

Employment History:

Utah Behavior Services-Riverdale, Utah 2017 to present

- Provided counseling services to individuals and their families
- Facilitated and provided individualized treatment plans, behavior intervention plans, and mindfulness techniques
- Attended weekly meetings to discuss the needs of individuals
- Attended IEP meetings within the public school district to assist students in being successful in both the home, community, and school environment
- Collaborated with other counselors

Uinta Academy-Logan, Utah 2017

- Provided counseling services to individuals and their families
- Facilitated and provided individualized treatment plans, behavior intervention plans, and mindfulness techniques
- Attended weekly meetings to discuss the needs of individuals

Imagineer Academies

- Attended academic meetings within the school district to assist students in being successful
- Collaborated with other counselors

The Bridgeway-Little Rock, Arkansas 2015-2017

- Provided assessments, group therapy, and counseling services to individuals and their families
- Facilitated and provided individualized treatment plans, behavior intervention plans, and mindfulness techniques
- Attended weekly meetings to discuss the needs of individuals
- Provided clinical consultation, advocacy, referral, and discharge planning
- Performed individual Multi-Systemic Therapy and Family focused/community-based treatment

Mental Health Resources- Clovis, New Mexico 2014-2015

- Prepared case notes and compiled reports and summaries based on data collection/analysis
- Coordinated services with the departments of Social Security, Medicaid, Medicare, Income Support, Child, Youth, and Family services, courts, and housing/shelter support programs
- Provided mandated reporting to state officials upon observing signs of physical or emotional abuse
- Enrolled students in appropriate school system and coordinated special education testing
- Processed academic reports and created plans of actions for students with deficient grades
- Experienced working with at risk youth in group home setting and ensured compliance with behavior plans and residential and or educational goals
- Coordinated and supervised after school tutoring/mentoring services
- Participated in IEP and parent meetings and or conferences

Rockford Sexual Assault Counseling-Rockford, Illinois 2011-2013

- Performed 24 hour telephonic emergency crisis monitoring and responded to calls as required; provided initial response to sexual assault clients at hospital setting
- Conducted one on one assessments; identified problems/concerns and provided assistance
- Helped clients prioritize issues and develop plans/goals tailored to meet specific needs
- Collaborated services with helping professionals; ensured appropriate actions were being taken to resolve client concerns/safety, and enhance wellbeing
- Coordinated crisis intervention services with first responders, medical, and social service professionals

Shelter Care Ministries-Rockford, Illinois 2009-2011

- Provided informational/referral to individuals requesting links for community services
- Designed marketing and educational materials such as pamphlets, brochures, and flyers
- Assisted with editing and proofreading newsletters and Policy/Procedure manuals
- Performed website updates; created layouts and edited content for public use and viewing
- Assisted in fundraisers

Mindset Acres Adult Day Center- Machesney Park, Illinois 2008-2010

- Provided 1:1 attention, assistance, and care to veterans, Alzheimer, and Dementia clients
- Assisted in group activities to assist with mindfulness techniques and dexterity
- Provided comfort and assistance to families during stressful situations including end of life care

Education History:

Master in Clinical Mental Health Counseling- Walden University, MN 2016

-CACREP accredited

-Licensed 2016 in Arkansas, 2018 in Utah, National Counseling Association (National Counseling Certification) 2016-present.

Bachelors of Science-Criminal Justice, Upper Iowa University, Illinois 2013

Associates in Applied Science-Paralegal, Illinois 2011

-NALA accredited/American Bar Association endorsed

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Name: Jeff Good

Role: Founding Board Member

Expertise:

Jeff Good is the managing partner of ERA Skyline Real Estate. In addition to 12 years as a successful real estate sales professional in commercial and residential sales, Jeff spent 20 years in corporate America holding such titles as President, Vice President of Engineering, Director of Software Development, and Senior Technical Writer. He holds a graduate degree in *Technical and Professional Communications*, and undergraduate degrees in *Professional Communications*, *Secondary Education* and *Chemistry*. He comes from a family of educators and is a part time adjunct professor at Weber State University teaching *Managerial Communications*. He has a love and passion for learning, teaching, and adventure travel.

Email Address: jeffgood1@gmail.com

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member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

Statement of Intent:

More than 30 years of working in corporate America, managing multi-million dollar product designs, creating jobs in the service industry, and negotiating the pitfalls of real estate investment have taught me many skills related to understanding human motivation and interpretations of success. I have worked closely with individuals from all walks of life which leads me to a broad understanding of what it takes to be a productive member of our society. I'm convinced that a proper education stands supreme in determining one's future wellbeing, level of satisfaction, and positive contributions in our ever-changing world. The proposed vision of life skills to be taught and fostered through *Imagineer Academies* is a vision I fully support. I am committed to making valuable contributions towards the success of this school.

Not-for-Profit History:

I have a track record of contributing to community activities as they relate to structural development and local laws that affect my family and neighborhoods in which I have lived. I take an active role in attending local government planning meetings, church events, and youth programs such as *Boy Scouts of America*. I support local youth groups through my church both financially and through leadership responsibilities and opportunities.

Employment History:

Branch Owner/Real Estate Sales 4/06 – Present

ERA Skyline Real Estate, Eden UT – Real Estate Sales

- Currently manage the transactions and training of more than 70 real estate agents.
- Ranked in the top 1% of active realtors in the nation with more than 350 personal transactions in the past 7 years.

Owner/Manager 2/02 – 10/12

DRIVE Development Corporation, Ogden UT - Contact Center – Medical Staffing

- Managed the entire customer and employee processes of this company which offered training, technical support, sales support, nurse staffing, software development, and answering services to a large variety of clients.

VP of Engineering 2/02 – 4/06

Edge Products, Ogden UT – Software and Hardware Development /Technical Writer

- Guided a team of over 30 electrical and software engineers in development of performance enhancing automobile electronic modules for Dodge, Ford, and GM diesel vehicles.
- Designed and published all product technical manuals and trained internal employees including sales and support staff in use of products.

Director of Software Development /Corporate Technical Writer 1/99 – 2/02

Axiom Technologies, Clearfield, UT – Custom Software Development

- Was the main communication channel with all clients and managed all development resources through supervision of project managers and individual team members.
- Designed and implemented online help systems and hard copy user and training manuals for multiple software packages.
- Wrote development proposals, established deadlines, and orchestrated entire development process based on client input for multiple software development teams and projects simultaneously.

Senior Technical Writer/Trainer 9/94 - 1/99

Park City Group, Park City UT – Point of Sale Software Development

- Documented PC and AS/400 based computer Point of Sale applications.
- Trained internal employees on use of products and tools to document use of products.
- Recruited and trained technical writers in use of graphics/documentation software.

Education History:

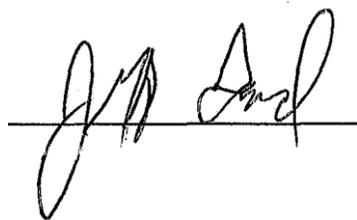
M.S. Technical and Professional Communications Utah State University.

M.S. Graduate Level Studies in Professional Communications Minnesota State University

B.S. English/Professional Communications - Teaching Emphasis Utah State University.

A.S. Chemistry Snow College, Ephraim, UT

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A handwritten signature in black ink, appearing to read "J. M. And", is written over a horizontal line.

Appendix B: Articles of Incorporation

ARTICLES OF INCORPORATION OF IMAGINEER ACADEMIES OF UTAH

We, the undersigned natural persons of the age of twenty-one (21) years or more, acting as incorporators under the Utah Nonprofit Corporation and Cooperative Association Act, Utah Code Ann. 16-6-18 et seq., adopt the following Articles of Incorporation:

ARTICLE I NAME

The name of this nonprofit corporation shall be IMAGINEER ACADEMIES OF UTAH.

ARTICLE II DURATION

This corporation shall continue in existence perpetually unless dissolved pursuant to law.

ARTICLE III PURPOSES

- (1) To operate exclusively as a nonprofit corporation under the laws of the state of Utah.
- (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 operate exclusively for charitable and educational purposes, and 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 or corresponding provisions of any subsequent Federal tax laws (the "Code") and are consistent with those powers described in the Utah Revised Nonprofit Corporation Act, as amended.
- (4) 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."
- (5) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, directors, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein.

ARTICLE IV VOTING MEMBERS

This corporation shall not issue shares of stock evidencing membership and shall have no voting members.

ARTICLE V
POWERS

A. Powers in General. Subject to the pursuits and objectives declared in Article III and any other limitations herein expressed, this corporation shall have the power to do any and all things which a nonprofit corporation may do under the laws of the State of Utah, including, but not limited to, the following:

(1) To receive, acquire, hold, manage, administer, and expend property and funds for purposes authorized by Section 501(c)(3) of the Code;

(2) To take property and funds by will, gift, or otherwise. The corporation shall not have the power to take or hold property or funds for any purpose other than purposes authorized by Section 501(c)(3) of the Code;

(3) To hold, in its own name and right, real and personal property of every nature and description without limitation as to extent, character or amount, and with all the powers of control, management, investment, change, and disposal incident to the absolute ownership of property or funds by a private person, subject only to the terms of particular trusts and to the general trust that all its properties and funds shall be held for purposes authorized by Section 501(c)(3) of the Code;

(4) To borrow money either upon or without security, giving such promissory notes or other evidences of indebtedness and such pledges, mortgages, or other instruments of hypothecation as it may be advised;

(5) To appoint and pay officers and agents to conduct and administer the affairs of the corporation;

(6) To adopt Bylaws prescribing the duties of the officers and agents of the corporation, the detail of the organization, the time and manner of its meetings, and any and all detail incident to its organization and the efficient conduct and management of its affairs;

(7) To do any and all things which a natural person might do, necessary and desirable for the general purposes for which the corporation is organized;

(8) To receive and use funds obtained from private donations, devises and bequests, and from all lawful sources to be applied for purposes authorized by Section 501(c)(3) of the Code;

(9) No recital, expression or declaration of specific or special powers or purposes hereinabove enumerated shall be deemed exclusive, it being intended that this corporation shall have any and all other powers necessary or incidental to the accomplishment of its objects and purposes and each and all of the powers now conferred or that may hereafter be conferred by the laws of the State of Utah on nonprofit corporations.

B. Powers Relating to Specific Objects and Purposes. This corporation shall have the powers necessary or incidental to the carrying on of its objects and purpose.

C. Restrictions. Notwithstanding any statement to the contrary in these Articles of Incorporation, no part of the net earnings of the corporation shall inure to the benefit of any director or officer of the corporation or any private individual, except that reasonable compensation may be paid for services rendered to or for the corporation affecting one or more of its purposes; and no director or officer of the corporation or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the corporation. No substantial part of the activities of this corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as permitted by Section 501 of the Internal Revenue Code of 1986 or corresponding provisions or any subsequent Federal tax laws), and the corporation shall not participate in or intervene in

(including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. This corporation shall not carry on, otherwise than as an insubstantial part of its activities, activities which are not in furtherance of one or more of the aforementioned purposes for which the corporation is organized. The corporation shall hold its assets subject to and in accordance with Utah Code § 53A-1a-510.5 and -517.

**ARTICLE VI
REGISTERED OFFICE AND REGISTERED AGENT**

The street address of the corporation’s initial registered office is 3800 S. 1900 W. #192, Roy, UT 84067. The name of the corporation's initial registered agent at said initial registered office is Bonni Jones.

**ARTICLE VII
INCORPORATORS**

The names and addresses of the incorporators are:

Bonni Jones 3800 S. 1900 W. #192 Roy, Utah 84067	Samantha Carey 4350 Truman Circle Hill AFB, Utah 84056
Alisha Mayer 2542 N. 2800 E. Layton, Utah 84040	Jared Howell 5011 S. 3200 W. Roy, Utah 84067
Jeff Good 4009 Juniper Lane Eden, Utah 84310	

**ARTICLE VIII
DIRECTORS**

The number of directors of the corporation shall be no less than five (5) and no more than seven (7), as fixed from time to time pursuant to the provisions of the corporation’s Bylaws. The number of directors constituting the present Board of Directors is five (5), and the names and addresses of the persons who are to serve as directors until their successors are selected and qualified are:

Bonni Jones 3800 S. 1900 W. #192 Roy, Utah 84067	Samantha Carey 4350 Truman Circle Hill AFB, Utah 84056
Alisha Mayer 2542 N. 2800 E. Layton, Utah 84040	Jared Howell 5011 S. 3200 W. Roy, Utah 84067
Jeff Good 4009 Juniper Lane Eden, Utah 84310	

ARTICLE IX

LIMITATIONS ON LIABILITY

The directors, officers and employees of the corporation shall not be personally liable in those capacities for the acts, debts, liabilities or obligations of the corporation.

ARTICLE X BYLAWS

These Articles of Incorporation may be amended at any time in any manner which is permissible under the laws of the State of Utah; provided, however, that these Articles of Incorporation shall in no event be amended in any manner so as to change this corporation from a nonprofit corporation to a corporation organized or operated for pecuniary profit; nor shall the Articles of Incorporation be amended so as to make the purposes of the corporation inconsistent with the purposes as specified in Article III herein.

ARTICLE XI AMENDMENT OF ARTICLES OF INCORPORATION

These Articles of Incorporation may be amended at any time in any manner which is permissible under the laws of the State of Utah; provided, however, that these Articles of Incorporation shall in no event be amended in any manner so as to change this corporation from a nonprofit corporation to a corporation organized or operated for pecuniary profit; nor shall the Articles of Incorporation be amended so as to make the purposes of the corporation inconsistent with the purposes as specified in Article III herein.

ARTICLE XII DISSOLUTION

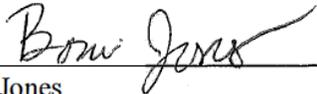
Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, transfer the assets of the Corporation to the Utah State Board of Education for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall distribute the assets to the federal government, or to a state or local government for a public purpose.

ARTICLE XIII DEBTS AND OBLIGATIONS

Neither the corporation's chartering entity nor the State of Utah, including any agency of the State of Utah, is liable for the debts or financial obligations of the corporation or officers or agents of the corporation.

In Witness Whereof, the undersigned have executed these Articles of Incorporation this June 21st, 2019 and say: That they are all incorporators herein; that they have read the above and foregoing

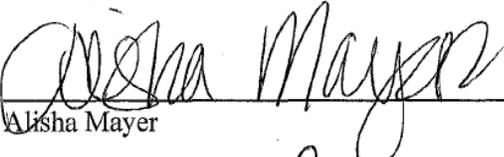
Articles of Incorporation; that they all agree to be incorporators and directors; that they know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.



Bonni Jones



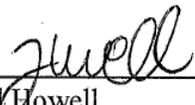
Samantha Carey



Alisha Mayer



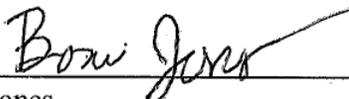
Jeff Good



Jared Howell

ACKNOWLEDGMENT BY REGISTERED AGENT

The undersigned, Bonni Jones, being first duly sworn on oath deposes and says that she is the person appointed as the Registered Agent of Imagineer Academies of Utah and that she does hereby acknowledge and accept such appointment.



Bonni Jones

Appendix C: Governing Board Bylaws

BYLAWS
OF
IMAGINEER ACADEMIES OF UTAH, INCORPORATED

ARTICLE I
NAME, PURPOSE

1. The name of the organization is **Imagineer Academies of Utah** (the “corporation”).
2. The corporation was formed to manage, operate, guide, direct and promote the corporation, a Utah Public Charter School. The corporation is organized under the Utah Nonprofit Corporation Act for public purposes and is not organized for the private gain of any person.

ARTICLE II MEMBERS

The corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise by law vest in the members shall vest in the board.

ARTICLE III MEETINGS OF DIRECTORS

1. **Annual Meeting.** The Board of Directors of the corporation (the “Board”) shall hold an annual meeting or the purposes of organization, selection of directors and officers, and the transaction of other business.
2. **Regular Meetings.** Regular meetings will be held as scheduled by the Board, with a published schedule and proper notice.
3. **Special Meetings.** Special meetings of the Board for any purpose(s) may be called at any time by the President, Secretary, or one-third of the members of the Board.
4. **Electronic Meetings.** In accordance with applicable state law and Board policy, any meeting of the Board may be held by telephone conference or a similar communication method as long as all Board members participating in the meeting can hear one another, and any such participation shall constitute presence in person at the meeting.
5. **Notice.** Special meetings and regular meetings of the Board may be held only after each Director has received notice of at least twenty-four (24) hours by a documentable form of communication.

ARTICLE IV BOARD OF DIRECTORS, OFFICERS

1. **Board Role, Size, Composition.** The Board is responsible for overall policy and direction of the school. It delegates responsibility for the day-to-day operations to the Director/Principals and committees established by the Board. The Board shall consist of no fewer than five (5) and no more than seven (7) directors. The Board members shall receive no compensation other than reasonable expenses.
2. **Meetings.** The Board shall meet at an agreed upon time and place.

3. Terms. Board members shall serve three (3) year terms. However, in order to ensure that the terms of Board members are staggered to provide continuity in the Board, the terms for the initial Board of Directors shall be as follows: The Board member initially elected to serve as Board President shall serve a five (5) year term; the Board member initially elected to serve as Board Vice President shall serve a four (4) year term; the Board members initially elected to serve as Secretary and Financial coordinator shall serve three (3) year terms; and Board members not initially elected to Board officer positions shall serve two (2) year terms. Board members are eligible for re-election.

4. Quorum. A quorum consists of a majority of the current Board members. A quorum of Board members must be present, in person or by electronic means, at any meeting of the Board before business can be transacted or motions made or passed.

5. Officers and Duties. There shall be four officers of the Board consisting of a President, a Vice-President, Secretary, and Financial Coordinator. The officers shall be elected to serve a one (1) year term by a majority vote of the Board at the annual meeting of the Board. The individuals elected to these offices shall hold their respective offices until their resignation, removal or other disqualification from service or until the expiration of their office's term. No Board member may hold more than one office at any given time. Officers' duties are as follows:

a. The President shall convene regularly scheduled Board meetings, shall preside or arrange for other members of the executive committee to preside at each meeting in the following order: Vice-President, Secretary and Financial Coordinator.

b. The Vice-President will chair committees on special subjects as designated by the board.

c. The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all Board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board member, and assuring that corporate records are maintained.

d. The Financial Coordinator shall ensure a financial report is presented at each Board meeting. The Financial Coordinator shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.

6. Vacancies. Vacancies on the Board will exist for the following reasons: (1) the death, resignation, or dismissal of any member, or (2) when the term of a current Board member has expired.

7. Board Elections. In order to fill a vacancy on the Board, the Board will solicit nominations and letters of application from the school community or members of the community at large. The Board may then elect an approved applicant to fill the vacancy. Board members will be elected by the vote of a majority of the remaining members of the Board.

8. Resignation, Termination and Absences. Resignation from the Board must be in writing and received by the Secretary. If the resignation is effective at a future time, a successor may

be selected before such time, to take office when the resignation becomes effective. A Board member may be removed without cause by the vote of two-thirds (2/3) of the remaining directors.

ARTICLE V COMMITTEES

The board may create committees as needed to fulfill its responsibilities.

ARTICLE VI DIRECTOR AND STAFF

Director/Principals. The Director/Principals are hired by the Board. The Director/Principals have the day-to-day responsibility of managing the school, including carrying out the school's goals and Board policy. The Director/Principals will attend all Board meetings, report on the progress of the school, answer questions of Board members and carry out the duties described in the job description. The Board can designate other duties as necessary.

ARTICLE VII INDEMNIFICATION

1. Indemnification of Directors and Corporation Agents. The corporation hereby declares that any person who serves at its request as Director, officer, employee, Chair, or member of any committee, or on behalf of the organization as a trustee, Director, or officer of another organization whether for profit or not for profit, shall be deemed the corporation's agent for the purposes of this Article and to the extent allowed by law, shall be indemnified by the corporation against expenses (including attorney's fees), judgment, fines, excise taxes, and amounts paid in settlement actually and reasonably incurred by such person who was or is a party or threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative by reason of such service, provided such person acted in good faith and in a manner he reasonably believed to be in the best interest of the corporation and, with respect to any criminal action or proceedings, had not reasonable cause to believe his conduct was unlawful. Except as provided in Article 7, Section 3, below, termination of such action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not of itself create either a presumption that such a person did not act in good faith and in a manner which he reasonably believed to be in the best interest of the corporation or, with respect to any criminal action or proceeding, a presumption that such person had reasonable cause to believe that his conduct was unlawful.

2. Indemnification Against Liability to the Corporation. No indemnification shall be made with respect to any claim, issue, or matter as to which a person covered by Article 7, Section 1 shall have been adjudged to be liable for negligence or misconduct in the performance of his/her duty to the corporation unless and only to the extent that the court in which such action, suit, or proceeding was the circumstances of a case, such person is fairly and reasonably entitled to indemnification for such expenses which such court deems proper.

3. Indemnification of Criminal Actions. No indemnification shall be made in respect of any criminal action or proceeding as to which a person covered in Article 7, Section 1 shall have been adjudged to be guilty unless and only to the extent that the court in which such action or proceeding was brought shall determine upon application that, despite the adjudication of guilt, but in view of all the circumstances of the case, such person is entitled to indemnification for such expenses, or fines which such court shall deem proper.

4. Period of Indemnification. Any indemnification pursuant to this Article shall: (a) be applicable to acts or omissions which occurred prior to the adoption of this Article, and (b) continue as to any indemnified party who has ceased to be a Director, officer, employee, or agent of the corporation and shall inure to the benefit of the heirs and personal representatives of such indemnified party. The repeal or amendment of all or any portion of these Bylaws which would have the effect of limiting, qualifying, restricting any of the powers or rights of indemnification provided or permitted in this Article shall not solely by reason of such repeal or amendment, eliminate, restrict, or otherwise affect the right or power of the corporation to indemnify any person, or affect any right of indemnification of such person, with respect to any acts or omission which occurred prior to such repeal or amendment.

5. Advances of Costs and Expenses. The corporation may pay costs and expenses incurred by a Director, officer, employee or agent in the defending a civil or criminal action, suit or proceeding, in advance of the final disposition of the action, suit or proceeding upon receipt of an undertaking by or on behalf of the person that he or she shall repay the amount advanced if it is ultimately determined that he or she is not entitled to be indemnified by the corporation as authorized by these Bylaws.

6. Personal Liabilities of Directors and Officers. No Director or officer of the corporation shall be personally liable to the corporation for civil claims arising from acts or omissions made in the performance of his or her duties as a Director or officer, unless the acts or omissions are the result of his or her fraud, or malicious or willful misconduct or the illegal use of alcohol or a controlled substance.

ARTICLE 8 Amendments

These Bylaws may be amended when necessary by the vote of a two-thirds (2/3) majority of the Board.

Dated: June 22st, 2019

BOARD OF DIRECTORS:



Bonni Jones



Samantha Carey



Alisha Mayer



Jeff Good



Jared Howell

Appendix D: Minutes from Governing Board meetings

**MINUTES OF THE ORGANIZATIONAL MEETING
OF THE BOARD OF DIRECTORS OF
IMAGINEER ACADEMIES OF UTAH**

The following are the minutes of the organizational meeting of the Board of Directors of Imagineer Academies of Utah, a Utah nonprofit corporation.

The meeting was held at Academica West, 209 N Flint St., Kaysville, Utah on June 20th, 2019 at 4:30 pm. Present and participating in the meeting were the following directors: Bonni Jones, Samantha Carey, Alisha Mayer, and Jeff Good which constitute a quorum of the board of directors.

Bonni Jones served as Chairman of the meeting. After calling the meeting to order, the Chairman requested that Alisha Mayer keep the minutes of the meeting.

The meeting proceeded to the election of Board officers. The following persons were elected to the offices indicated opposite their respective names, to serve during the ensuing year and until such time as their successors have been duly elected:

Bonni Jones	President
Alisha Mayer	Vice-President
	Financial Coordinator
Samantha Carey	Secretary

It was recommended by the Academica West team that the person who was going to serve on the board with finance experience not be reconsidered to serve on the board at this time since he currently lives out of state and will not be moving back to Utah soon enough. We will seek another person to fill that position.

Upon motion duly made, seconded and unanimously carried, the following resolution was adopted regarding the Articles of Incorporation and the Bylaws of the Corporation:

RESOLVED: That the Articles of Incorporation of the Corporation, a copy of which has been presented to the Board of Directors, shall be and the same hereby are adopted Articles of Incorporation of the Corporation and the same shall be filed with the Division of Corporations for the State of Utah.

FURTHER RESOLVED: That the Bylaws of the Corporation, a copy of which has been presented

to the Board of Directors, shall be and the same hereby are adopted as the official Bylaws of the Corporation.

FURTHER RESOLVED: That the Articles of Incorporation and the Bylaws of the Corporation shall be maintained at the principal office of the Corporation in accordance with the requirements of the Utah Revised Nonprofit Corporation Act.

There being no further business, the meeting was adjourned.



Bonni Jones, President

**MINUTES OF THE BOARD OF DIRECTORS OF
IMAGINEER ACADEMIES OF UTAH**

The following are the minutes of a meeting of the Board of Directors of Imagineer Academies of Utah, a Utah nonprofit corporation.

The meeting was held at 3800 S 1900 W #192, Roy, Utah on June 21st, 2019 at 10:30 am. Present and participating in the meeting were the following directors: Bonni Jones, Samantha Carey, Alisha Mayer, Jared Howell and Jeff Good which constitute a quorum of the board of directors.

Bonni Jones served as Chairman of the meeting. After calling the meeting to order, the Chairman requested that Samantha Carey keep the minutes of the meeting.

The meeting proceeded to the election of the Financial Coordinator Board officer. The following person was elected to the Financial Coordinator office, to serve during the ensuing year and until such time as their successors have been duly elected:

Bonni Jones	President
Alisha Mayer	Vice-President
Jared Howell	Financial Coordinator

Samantha Carey

Secretary

There being no further business, the meeting was adjourned.

A handwritten signature in cursive script that reads "Bonni Jones". The signature is written in black ink and is positioned above a solid black horizontal line.

Bonni Jones, President

Appendix E: Explanations and supporting data

Challenge Based Learning

Challenge Based Learning provides an efficient and effective framework for learning while solving real-world Challenges.

The framework is collaborative and hands-on, asking all participants (students, teachers, families, and community members) to identify Big Ideas, ask good questions, identify and solve Challenges, gain in-depth subject area knowledge, develop 21st-century skills, and share their thoughts with the world.

The Challenge Based Learning framework emerged from the “Apple Classrooms of Tomorrow—Today” (ACOT2) project initiated to identify the essential design principles of the 21st-century learning environment. Starting with the ACOT2 design principles, Apple, Inc. worked with exemplary educators to develop and test Challenge Based Learning.

Challenge Based Learning builds on the foundation of experiential learning and leans heavily on the wisdom of a long history of progressive ideas. The framework is informed by innovative ideas from education, media, technology, entertainment, recreation, the workplace, and society.

Challenge Based Learning



Habits of Mind

Challenge Based Learning (CBL) provides an efficient and effective framework for learning while solving real-world Challenges. Habits of Mind represent some attributes exhibited by successful and intelligent problem solvers. The CBL framework elicits, supports the acquisition of, and reinforces the Habits of Mind.

Responding with wonderment and awe
In CBL the goal is not to find the one correct answer but to participate in an awesome adventure to deeply explore and understand that the world is amazing and mysterious.

Apply past knowledge to new situations
The CBL framework provides scaffolding for learners to access prior knowledge, and transfer the lessons learned to new situations.

Thinking about your thinking
The CBL framework places a premium on reflection. Through reflection, all of the learners become aware of their thought patterns and develop personal frameworks for thinking.

Listening with understanding and empathy
Throughout the CBL framework, the learners work in teams and gain an understanding and empathy for the unique audience of their challenge.

Questioning and problem posing
Asking quality questions and learning through finding the answers is a critical component of CBL. From the Big Idea to the evaluation of the solution the learners pose problems and solve them.

Thinking & communicating with clarity and precision
As the learners work through the Challenge they learn to think and communicate with clarity and efficiency. To develop and implement an effective solution the thinking needs to be clear and the communication precise.

Thinking interdependently
CBL naturally cycles between independent and interdependent thinking. The learners develop ownership over their thinking through ongoing interaction with their team, the content, and external experts.

Persisting
CBL provides a supportive framework to learn how to overcome obstacles and work towards the implementation of a solution.

Managing Impulsivity
The Investigate phase of CBL provides learners with a process to resist jumping to conclusions and pre-conceived solutions.

Gather data through all senses
The Investigate phase provides the opportunity to explore the world through multiple lenses and senses.

Striving for accuracy
CBL emphasizes ownership of the learning process. Through ownership, the learners set high standards and develop strategies for continuous

Taking responsible risks
Built into CBL is the idea of Boundaries of Adventure where throughout the process the learners are encouraged to take responsible risks, fail or succeed, learn and move forward.

Finding humor
Because Challenges are designed by the learners the results will be incongruous and unexpected. Learning how to have humility and see humor is critical to the experience.

Creating, imagining, and innovating
In CBL the learners own the experience and have ongoing opportunities to create, imagine and innovate. The Act phase focuses these skills on an actionable solution (product, service, process). The entire innovation cycle is built into this phase.

Thinking flexibly
The iterative nature of CBL requires the learners to explore ideas from multiple angles, consider new ways of thinking and generate alternative approaches.

Remaining open to continuous learning
A fundamental concept within CBL learning is embracing that we do not have all of the answers, but together we can find them. The framework gives us a structure to approach all challenges through a lens of continuous learning.

ACT
Evidence based solutions are developed, implemented with an authentic audience and the results evaluated.
1. Solution
2. Implementation
3. Evaluation

ENGAGE
Through essential questioning the learners move from a big idea to a concrete and actionable challenge.
1. Big Idea
2. Essential Question
3. Challenge

INVESTIGATE
All learners plan and participate in a journey that builds the foundation for solutions and addresses curriculum requirements.
1. Guiding Questions
2. Guiding Activities/Resources
3. Synthesis

CHALLENGE based learning

[:challengebasedlearning.org](http://challengebasedlearning.org) habitsofmindinstitute.org

Challenge Based Learning is informed by two research projects and a growing number of studies applying the framework to a variety of different content areas. Information from formal research projects along with insights from the informal action research built into the framework influence the framework as it continues to evolve.

2008 Pilot Project Study

In the fall of 2008, Apple, Inc worked with the New Media Consortium to conduct a pilot study with six schools from across the country with one-to-one laptop initiatives in place. Both teachers and students found challenge based learning effective and engaging. Fully 97 percent of the 321 students involved found the experience worthwhile. More so, when disaggregated by teacher, 73 percent of the faculty were able to engage every single student in their classes; the data for those classes shows student satisfaction rates of a remarkable 100 percent. Teachers unequivocally also rated the

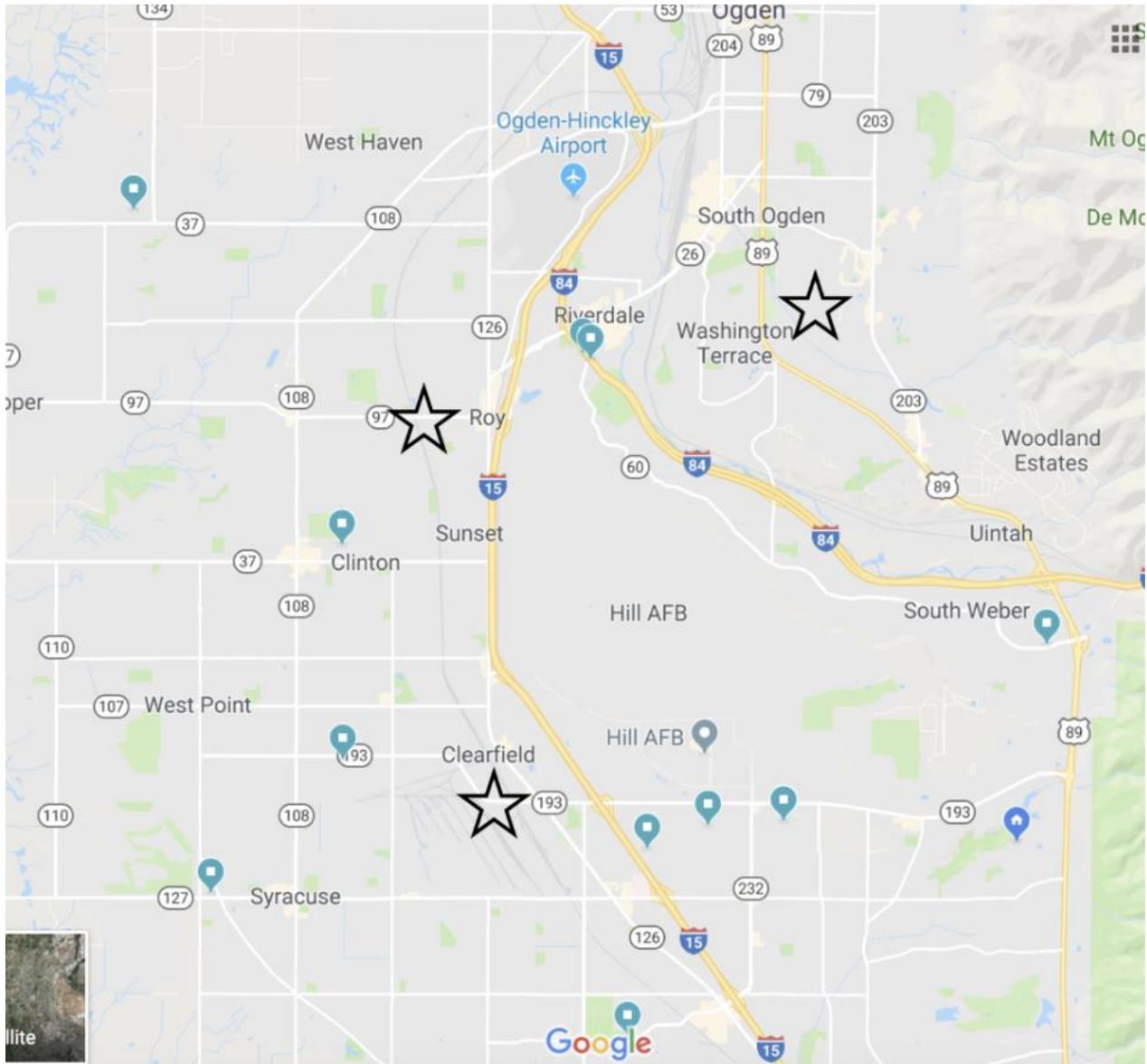
experience as positive, with every one of the 27 pilot faculty reporting that work of the students exceeded their expectations. All but one faculty member reported that the kids embraced the topic eagerly and worked well together and almost three-quarters noted positive changes in student attitude and behaviors. Students self-reported that they were learning and refining skills that closely matched those identified by the Partnership for 21st Century Skills.

2011 Implementation Study

The purposes of the Challenge Based Learning Implementation Study (CBLi) were two-fold, and blended in some ways the long-standing boundaries between outcomes- and process-focused evaluation and more traditional educational research. The first purpose was to determine if the outcomes and findings of the pilot could be replicated and extended beyond the purely high school focus of the pilot to other educational levels and settings, especially as they fall into four areas: the overall student experience; the overall teacher experience; the match of CBL learning outcomes (particularly informal learning outcomes) with key skills described in “Framework for 21st Century Learning”; and the learning goals for the time devoted to the work.

Digital Promise and the Challenge based learning websites have more information about these studies.

Blue markers show existing charter schools. Stars show proposed locations.



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Appendix B: Articles of Incorporation

RECEIVED

JUN 27 2019

Utah Div. of Corp. & Comm. Code

ARTICLES OF INCORPORATION
OF
IMAGINEER ACADEMIES OF UTAH

We, the undersigned natural persons of the age of twenty-one (21) years or more, acting as incorporators under the Utah Nonprofit Corporation and Cooperative Association Act, Utah Code Ann. 16-6-18 et seq., adopt the following Articles of Incorporation:

LB

ARTICLE I
NAME

The name of this nonprofit corporation shall be IMAGINEER ACADEMIES OF UTAH.

ARTICLE II
DURATION

This corporation shall continue in existence perpetually unless dissolved pursuant to law.

ARTICLE III
PURPOSES

- (1) To operate exclusively as a nonprofit corporation under the laws of the state of Utah.
- (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 operate exclusively for charitable and educational purposes, and 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 or corresponding provisions of any subsequent Federal tax laws (the "Code") and are consistent with those powers described in the Utah Revised Nonprofit Corporation Act, as amended.
- (4) 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."
- (5) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, directors, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein.

ARTICLE IV
VOTING MEMBERS

This corporation shall not issue shares of stock evidencing membership and shall have no voting members.

ARTICLE V
POWERS

A. Powers in General. Subject to the pursuits and objectives declared in Article III and any other limitations herein expressed, this corporation shall have the power to do any and all things which a nonprofit corporation may do under the laws of the State of Utah, including, but not limited to, the following:

(1) To receive, acquire, hold, manage, administer, and expend property and funds for purposes authorized by Section 501(c)(3) of the Code;

(2) To take property and funds by will, gift, or otherwise. The corporation shall not have the power to take or hold property or funds for any purpose other than purposes authorized by Section 501(c)(3) of the Code;

(3) To hold, in its own name and right, real and personal property of every nature and description without limitation as to extent, character or amount, and with all the powers of control, management, investment, change, and disposal incident to the absolute ownership of property or funds by a private person, subject only to the terms of particular trusts and to the general trust that all its properties and funds shall be held for purposes authorized by Section 501(c)(3) of the Code;

(4) To borrow money either upon or without security, giving such promissory notes or other evidences of indebtedness and such pledges, mortgages, or other instruments of hypothecation as it may be advised;

(5) To appoint and pay officers and agents to conduct and administer the affairs of the corporation;

(6) To adopt Bylaws prescribing the duties of the officers and agents of the corporation, the detail of the organization, the time and manner of its meetings, and any and all detail incident to its organization and the efficient conduct and management of its affairs;

(7) To do any and all things which a natural person might do, necessary and desirable for the general purposes for which the corporation is organized;

(8) To receive and use funds obtained from private donations, devises and bequests, and from all lawful sources to be applied for purposes authorized by Section 501(c)(3) of the Code;

(9) No recital, expression or declaration of specific or special powers or purposes hereinabove enumerated shall be deemed exclusive, it being intended that this corporation shall have any and all other powers necessary or incidental to the accomplishment of its objects and purposes and each and all of the powers now conferred or that may hereafter be conferred by the laws of the State of Utah on nonprofit corporations.

B. Powers Relating to Specific Objects and Purposes. This corporation shall have the powers necessary or incidental to the carrying on of its objects and purpose.

C. Restrictions. Notwithstanding any statement to the contrary in these Articles of Incorporation, no part of the net earnings of the corporation shall inure to the benefit of any director or officer of the corporation or any private individual, except that reasonable compensation may be paid for services rendered to or for the corporation affecting one or more of its purposes; and no director or officer of the corporation or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the corporation. No substantial part of the activities of this corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as permitted by Section 501 of the Internal Revenue Code of 1986 or corresponding provisions or any subsequent Federal tax laws), and the corporation shall not participate in or intervene in

LIMITATIONS ON LIABILITY

The directors, officers and employees of the corporation shall not be personally liable in those capacities for the acts, debts, liabilities or obligations of the corporation.

ARTICLE X BYLAWS

These Articles of Incorporation may be amended at any time in any manner which is permissible under the laws of the State of Utah; provided, however, that these Articles of Incorporation shall in no event be amended in any manner so as to change this corporation from a nonprofit corporation to a corporation organized or operated for pecuniary profit; nor shall the Articles of Incorporation be amended so as to make the purposes of the corporation inconsistent with the purposes as specified in Article III herein.

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ARTICLE XII DISSOLUTION

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, transfer the assets of the Corporation to the Utah State Board of Education for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall distribute the assets to the federal government, or to a state or local government for a public purpose.

ARTICLE XIII DEBTS AND OBLIGATIONS

Neither the corporation's chartering entity nor the State of Utah, including any agency of the State of Utah, is liable for the debts or financial obligations of the corporation or officers or agents of the corporation.

In Witness Whereof, the undersigned have executed these Articles of Incorporation this June 21st, 2019 and say: That they are all incorporators herein; that they have read the above and foregoing

(including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. This corporation shall not carry on, otherwise than as an insubstantial part of its activities, activities which are not in furtherance of one or more of the aforementioned purposes for which the corporation is organized. The corporation shall hold its assets subject to and in accordance with Utah Code § 53A-1a-510.5 and -517.

ARTICLE VI
REGISTERED OFFICE AND REGISTERED AGENT

The street address of the corporation's initial registered office is 3800 S. 1900 W. #192, Roy, UT 84067. The name of the corporation's initial registered agent at said initial registered office is Bonni Jones.

ARTICLE VII
INCORPORATORS

The names and addresses of the incorporators are:

Bonni Jones 3800 S. 1900 W. #192 Roy, Utah 84067	Samantha Carey 4350 Truman Circle Hill AFB, Utah 84056
Alisha Mayer 2542 N. 2800 E. Layton, Utah 84040	Jared Howell 5011 S. 3200 W. Roy, Utah 84067
Jeff Good 4009 Juniper Lane Eden, Utah 84310	

ARTICLE VIII
DIRECTORS

The number of directors of the corporation shall be no less than five (5) and no more than seven (7), as fixed from time to time pursuant to the provisions of the corporation's Bylaws. The number of directors constituting the present Board of Directors is five (5), and the names and addresses of the persons who are to serve as directors until their successors are selected and qualified are:

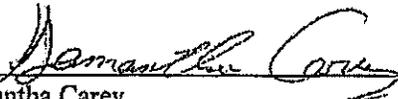
Bonni Jones 3800 S. 1900 W. #192 Roy, Utah 84067	Samantha Carey 4350 Truman Circle Hill AFB, Utah 84056
Alisha Mayer 2542 N. 2800 E. Layton, Utah 84040	Jared Howell 5011 S. 3200 W. Roy, Utah 84067
Jeff Good 4009 Juniper Lane Eden, Utah 84310	

ARTICLE IX

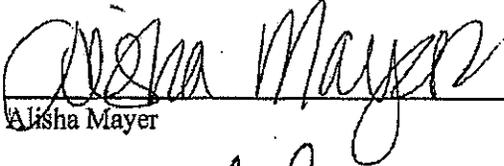
Articles of Incorporation; that they all agree to be incorporators and directors; that they know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.



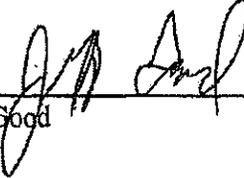
Bonni Jones



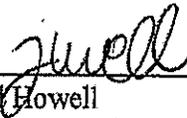
Samantha Carey



Alisha Mayer



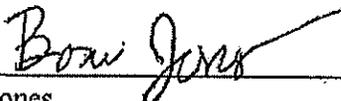
Jeff Good



Jared Howell

ACKNOWLEDGMENT BY REGISTERED AGENT

The undersigned, Bonni Jones, being first duly sworn on oath deposes and says that she is the person appointed as the Registered Agent of Imagineer Academies of Utah and that she does hereby acknowledge and accept such appointment.



Bonni Jones

Appendix C: Governing Board Bylaws

BYLAWS
OF
IMAGINEER ACADEMIES OF UTAH, INCORPORATED

ARTICLE I
NAME, PURPOSE

JUN 27 '19 PM2:02