



Utah State Charter School Board New Charter School Proposal

250 East 500 South, P.O. 144200, Salt Lake City, UT 84042
Schools.utah.gov/charter schools

(801) 538-7720

Required Information

Charter School Information

1. Name of Proposed Charter School: Camino Nuevo Technical Academy (CNTA)
2. Name of Applicant: Nephi Aiono
3. Authorized Agent: Nephi Aiono
4. Mailing Address: 583 East Tilden Parc Lane, Draper Utah 84020
5. Phone Number: 801-960-6124
6. Email Address: aiononephi@yahoo.com
7. New School Location and Location's School District(s): Salt Lake City/Salt Lake School District

Governance Structure

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

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

Name	Position	Area of Expertise	Any Charter Affiliations
Marvin Aiono	Board President	Finance, facilities	NA
Evan Clark	Board Secretary	CTE, community	NA
Edris Netzler	Board Member	CTE, community	NA

Enrollment

8. Year School will start: 2022

9. Grades Served: 9-12

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

Yes

No: *Describe the difference.*

10.	10. Grades and Specific Number of Students Served by Grade												Max Enrollment	
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 2022-23										50	25	25	25	125
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 2023-24										50	50	50	25	175
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 2024-25										50	50	50	50	200

Waivers

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

Yes: *Provide a justification.*

No

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

Yes: *Provide a justification.*

No

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

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

Signatures

<p>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</p>

funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.	
Name of Authorized Agent: Nephi Aiono	
Signature of Authorized Agent:	
Name of Charter School Board Chair (if different than Authorized Agent): ^{Erin Clark} Marvin Aiono	
Signature of Charter School Board Chair (if different than Authorized Agent):	

1. Key Elements

Applicant Instructions

All approved charter schools will sign a charter agreement that is a contract between them and their authorizer. This agreement will not include every detail expressed in a charter application. It will instead, include items listed in the Exhibit A, which is to be representative of what is expressed in the rest of the application. Delete these instructions.

1a. State the proposed school's mission.

To serve the underserved

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

Continue to improve student learning, encourage the use of different and innovative teaching methods, increase choice of learning opportunities for students, provide opportunities for greater parental involvement in management decisions at the school level.

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

We believe our CTE based school in this community in the west region of Salt Lake City will definitely promote innovation in learning, opportunities and supplies greatly a curriculum offering that greatly benefits students and their families and offers these families in this respective community an additional educational 9th-12th educational offering.

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.

CNTA will have a sound educational program that focuses on CTE and that primarily serves unserved and underserved immigrant and minority students. We believe that the biggest challenge of the 21st century has been, and will continue to be, how to have the skills and knowledge to be able to have a livable-wage job, which includes students learning to become self-motivated, competent in specific "hard" and "soft" skills, and recognize that they need to be lifelong learners to keep up with a changing landscape of

technology and legal requirements. While our school is a cohesive “whole,” with all courses complementing each other, these courses can be configured in different permutations to build customized programs for different target populations.

1e. Describe the academic goals of this school.

Promote academic commitment and competence. Promote successful completion of Utah State high school graduation requirements. Promote CTE and post high school technical school education.

2. Program of Instruction

Applicant Instructions

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

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

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

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

CNTA will be governed by a volunteered school board and administered by qualified, credentialed and licensed administrators. We envision providing CNTA students with the traditional high school experience. Eventually, perhaps in our early years we will offer and compete in certain interscholastic athletic competition. Formal dances will be offered and held on behalf of CNTA students. Free lunch program will be administered at CNTA. CNTA will operate fully as 9-12 public school offering the full curriculum towards state high school diploma achievement. CNTA will be Common Core skill curriculum compliant and will offer and promote CTE amongst its student population. Regular career and technical education will be heavily promoted at CNTA and guest speakers of all variety who can encourage and promote CTE will frequently visit CNTA and speak with our students. Pathways of all varieties will be encouraged and promoted at CNTA including military service, higher ed, technical education, etc.

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

It is clear that in the 21st century, being an “educated person” means more than learning traditional academics. Statistics usually slice the population into categories based solely on level of academic attainment, showing that college graduates tend to do better in the job market than those with only a diploma, who in turn tend to do better than high school dropouts.

But these statistics can be misleading, because surveys of employers show that they want skills and experience in their employees. This is why graduates with career focused degrees, such as

engineering, law, or health care degrees do better in the job market than those who have English or philosophy degrees. Further, it is why “blue collar” workers who are highly skilled generally do just as well, if not better than, college graduates. We believe that the elitism of believing that the only path to success is through a college degree needs to end. This is why CNTA will be a career technical education (CTE) focused school, which will work to ensure that all graduates have the knowledge and skills in a specific career pathway, such that they are sufficiently competent to gain employment upon graduation, and also to be prepared to enter a community college or postsecondary vocational school, if they so choose.

This is clearly in line with state priorities, and the mission for the Common Core State Standards. CNTA believes that there is no better way to teach to the standards and accomplish this goal of preparing students for success in their real-world careers than through teaching the standards in line with career technical education (CTE).

We believe that it is critical to link academic topics to experiences that are relevant to students. As an example of how we will accomplish this, one of the industry sectors that our school will focus on is that of transportation, initially including truck and bus driving, and later having have both a Diesel Mechanic and Auto Body Repair program. In these career pathways, we plan to offer a course in the Algebra and Physics of Transportation, in which students will learn to apply the Common Core High School Algebra Standards through learning the Physics of how Vehicles work, aligned with the Utah Science Standards. Similar integrated academic courses will exist with English Language Arts, where Common Core emphasizes reading and writing technical documents.

Other industry sectors that CNTA plans to provide career pathways within include transportation (Truck & Bus Driving, Diesel Mechanic, Auto Body Repair), building and construction trades (HVAC/R, Metal Fabrication, and other construction trades), education (Vocational Parent Education Program), information and communication technologies (Office Technician), and marketing, sales, and services (Entrepreneurship).

For some of our students who are immigrants, they may already have gained sufficient job skills and experience previous to immigrating to the United States but lack the necessary level of English to obtain employment. Many of these students will have completed part of their education from their homeland, and CNTA will use well-established methods to translate and evaluate their prior learning to grant credit.

CNTA will offer some traditional academic content where it is appropriate. For this content, we will often utilize open resources like Khan Academy, which is aligned to Common Core and other standards. Their freely available videos and practice problems have been praised by Bill Gates and others, and allow students to learn at their own pace, with both classroom work, and homework.

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.

<p>There are several factors that CNTA instructors will take into account for learning to best occur with their students. First and foremost, the method of instruction must correspond with the content that must be learned. For example, psychomotor skills such truck driving or typing cannot be learned by only reading a book and taking tests. Learning these skills will require practice, making</p>
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small mistakes and learning from mistakes. Doing this continual practice requires motivation, but the desire for a job to support their families, is a strong motivator for many adults.

For cognitive learning, motivation is equally important. There are multiple methods of motivating students, and CNTA instructors will strive to make the material interesting to students. Further, studies show that without sufficient prior knowledge, students have gaps in their learning that prevent them from gaining new knowledge. CNTA will use assessment tools for new students, to determine which areas the student needs the most help with. Students often need to be able to review a topic and tackle it from different angles in order to comprehend an idea. Further, just as with psychomotor skills, practice makes permanent. For affective learning, such as acting in an ethical manner or having a good work ethic, different students can be reached in different ways. For instance, most students can have a sense of empathy for others, and by role playing situations, they can start to understand the feelings of others and gain these values in an innate manner. However, psychologists have demonstrated that there are students who will be on the autism spectrum or have another psychological disorder and they may not have a natural sense of empathy. For these types of students, emphasizing human rights and the logic of ethics may be more effective.

After the specific type of learning is considered, instructors with CNTA will assist students in learning best through considering individual differences between students. By having courses set in a more flexible and differentiated manner, students will be able to generally focus on the areas they have the most challenges in, and instructors will use multiple strategies to assist students in understanding a topic, with additional practice assignments for students to help them retain their knowledge. This also allows for the teachers to build a solid relationship with the students.

Since careers, by definition, require students to apply what they have learned, much of the education of CNTA will exist at the higher levels of Bloom's Taxonomy, including analysis, synthesis, and evaluation of options. Project-based learning, simulations, and workplace learning will all be used for students to gain the skills necessary to succeed on the job and learn to apply the academic knowledge gained. For example, since some of the very large trucking companies have high turnover, and do not compensate newer drivers at a high wage, we have concluded that as part of Truck Driving, students will create a business plan to be an "owner-operator" of their own truck, including determining the cost of purchasing a truck (and interest for the loan), determining the fuel cost for hauling loads, and determining the regulations, taxes and fees they would be required to pay, in order to determine what their profit level and thereby their equivalent hourly wage would be. CNTA course structures will generally either be more set-paced or more self-paced in nature. Instructors with CNTA recognize that there is a need for all students to be able to learn at an appropriate pace, such that they have sufficient time and differentiation of instruction to truly learn something before going on to a new topic, but that there is also value in students being pushed towards accomplishment and having sufficiently high expectations for students to achieve. Instructors are also cognizant of workplace expectations and ensuring students can work at a pace that would be acceptable in the workplace.

Individualized Learning Labs

It is CNTA's preference to have courses structured as self-paced individualized learning labs, such that students may work mostly at their own pace, within certain time guidelines, set cooperatively by the instructor and student.

Set-Paced Courses

In some cases, there are benefits of the entire class following the same basic curriculum at the same time. This is often the case in CTE programs where group work may be common and where it may not be practical for an instructor to supervise multiple activities simultaneously (especially if there are safety hazards such as soldering, etc. that require close supervision).

Mixed-Paced Courses

Many of the applied academic courses and some CTE courses may take a mixed approach where students partly work in an individualized manner at their own pace, and also attend lectures by the instructor and participate in other set-paced projects.

Workplace Learning

According to a 2012 nationwide study of employers, conducted in part by The Chronicle of Higher Education, "An internship is the single most important credential for recent college graduates to have on their resume in their job search among all industry segments" (Reid, 2012). As such, CNTA will work to include Workplace Learning (internship) opportunities every career technical program that it conducts. All Workplace Learning activities will be evaluated for their safety, qualified supervision, and learning opportunities. To comply with the Federal Fair Labor Standards Act, all Workplace Learning courses and activities for "for profit" businesses will meet the following six criteria:

- The workplace learning, even though it includes actual operation of the facilities of the employer, will be similar to training which could be simulated in a classroom-based course.
 - The workplace learning experience is for the benefit of the student, and will enable the student to accomplish meaningful learning objectives
 - The student will not displace regular employees but works under close supervision of existing staff.
 - The student is not necessarily entitled to a job at the conclusion of the workplace learning.
 - The cost/benefit ratio to the employer will be neutral. This means that the cost of providing educational opportunity to students and the opportunity cost of the lower performance that a student has compared to an experienced employee will be equal or slightly greater than the economic benefit of the student help. Thus, the employer that provides the training derives no immediate advantage
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from the activities of the student; and on occasion its operations may actually be impeded.

- The employer and the student understand that the student is not entitled to wages for the time spent in the workplace learning Unpaid Workplace Learning in the public sector and for non-profit charitable organizations, where the student volunteers without expectation of compensation, is generally permissible without needing to meet all six of the above criteria. During the course of the pupil's enrollment in a Workplace Learning course, the student will receive a minimum of one hour per week of classroom instruction or counseling by the Coordinating Instructor, which may be offered in sessions scheduled intermittently throughout the course.

All Workplace Learning courses will have a formal training agreement with each employer involved. The written agreement shall identify the responsibilities of the student, employer, and parent and CNTA shall outline the objectives that the student is to accomplish at the training site. The Training Agreement will either include the purchase liability insurance for pupils enrolled in programs of study involving work experience, which may include work-based learning, or vocational education at locations off school grounds approved by the governing board, or require pupils to purchase insurance and to pass on the costs to CNTA. Each Workplace Learning activity will have a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required. This instructional plan will designate the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations

A Student's Instructional Plan will include:

- ● Emphasis on learning in the workplace.
 - ● Appropriate sequencing of experiences based upon the student's needs.
 - ● Built-in regular assessment and feedback.
 - ● Appropriate involvement of students in choosing and structuring the experience.
 - ● Clear and measurable learning outcomes.
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- Explicit aim to supplement, or systematically reinforce, classroom instruction in technical courses, academic courses, or both.
 - Systematic attention to the development of 21st century skills, such as communication, problem solving, teamwork and project planning.

Evaluation of Student Learning

The evaluation of student learning has three goals, in the following priority:

1. To assist student learning as a diagnostics tool by determining which specific content areas a student has not mastered so they can improve their learning in that specific area.
2. To use aggregated measurements of student learning as part of the measurement of how the school as a whole is performing.
3. To determine if a student has met or exceeded the necessary level of competency such that they should gain formal recognition, such as a diploma, licensure, certification, etc.

Student learning will be individually evaluated through both professional judgment (grading) and standardized assessment. Students will be primarily graded based upon assessments related to their desired outcome. For courses that contain traditional academic curriculum, exams will be used. CTE courses will generally use authentic assessment methods, utilizing rubrics to determine the student's competence compared to the needs of industry. Student learning will also be evaluated through standardized assessments.

Feedback to Students and Growth in Student Learning

CNTA will have a philosophy of Mastery Learning, such that in courses that are more self-paced, students will receive qualitative feedback and will have the opportunity to improve based upon this feedback so that their learning can grow. In courses that are more set-paced, students will have the opportunity to redo specific assignments that the teacher allows and will have the opportunity to retake the course if they are not satisfied with their level of achievement.

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

As a State funded public school CNTA will adhere fully to Utah Core Standards. Teaching curriculum will include and ensure core standards is being taught effectively to students. Curriculum will be inclusive, specifically designed and mindful of core standards so that students are acquiring and achieving the required skills and concepts of core standards. Assessments will include various methods including WIDA, HS Core Benchmarks and Utah Aspire Plus.

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.

Plans for Specific Populations:

Plan for Special Education-CNTA will make all necessary arrangements to serve students with disabilities, including providing appropriate accommodations, having appropriately credentialed instructors (such as those who hold a credential for adults with disabilities) and follow all other requirements of Utah Education Code. For those students in which an Individualized Education Plan

is legally mandated, CNTA will follow the plan, providing services as necessary. Given the flexibility of curriculum and instruction, most IEP goals and objectives are met within the general education course of study. All special education students enrolled in CNTA will receive a personalized learning plan that directs their academic course to achieve their goals for the year.

Plan for English Learners-CNTA will offer courses in English as a Second Language (ESL) at various levels, to serve English Learners (EL). Further, as many of these students will be immigrants, CNTA plans to offer an integrated citizenship program, which will give civics and U.S. history credit.

Plan for Students Who Are Academically High Achieving-Individualized learners labs will allow students who are academically high achieving to learn in an accelerated manner, so that they can complete their diploma quicker.

Plan for Students Who Are Academically Low Achieving-It is recognized that some of CNTA students will not have previously succeeded in high school, had dropped out and have decided to pursue high school education with greater focus and commitment. We will welcome students of this dynamic to CNTA. We know returning students of this dynamic are not academically low achievers, but statistically we know these students will be classed as such. They deserve another chance and we are certain by having individualized learning labs, students can complete required work in a more of a self-paced fashion, allowing them additional time to master a subject before proceeding. Further, courses that are more set-paced will be designed to incorporate multiple modalities of learning to assist all students to success, including those who may be academically low achieving in a traditional school setting.

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

Grades 9-12 will be served at CNTA. CNTA's graduation requirements will align fully with the States high school graduation requirements. Both students and parents will be made fully aware, informed, updated on progression of the State's high school graduation requirements while attending CNTA. All courses required to meet the high school graduation requirements will be fully offered and available to all students at CNTA.

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

CTE is a key focus of CNTA. Based on meetings, feedback, interactions with students, their parents and guardian's immediate entry into the workforce with marketable job skills is of great priority. Various online, distant educational courses will be part of the curriculum program at CNTA. We believe this type of educational offering will complement and broaden learning and training offered at CNTA.

3. Market Analysis

Applicant Instructions

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

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

Salt Lake City-Glendale/Western region of Salt Lake City

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

Based on town hall meetings, surveys conducted amongst families in this community. We believe our educational focus and offering would best serve the students of this community. Where the pursuit of higher education is less of an expectation or a goal of parents and respectively the student themselves. Where technical education, where technical skills can be immediately acquired by a student would best serve them and their respective family dynamics and qualify them immediately into entering the workforce sooner rather than later.

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

Salt Lake City: Hispanic=21.4%
Pacific Islander=1.4%
Nearby West Valley City:
Hispanic Population=36.48%
Polynesian=2.73%
Black=3.03%
Total West Valley City minority population=51.44%

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

We have more immigrants and minority students in Salt Lake City and West Valley City. According to the US Census, half of all children of the minority students in Utah have at least one immigrant parent. Of those immigrants, almost 80% of them are working age adults, and approximately 34% of them do not have a high school diploma. Although immigrants are just as likely to work as Americans, they tend to make 24% less money. It is imperative that these immigrants have the opportunity to access education, learn English, complete their high school diploma, and attend vocational training and/or college. Research shows that many foreign-born immigrants and minorities have lower high school graduation rates.

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

What sets us apart is our ties to the local community. The rapport we built with immigrant and minority families that are prominent in western SLC and West Valley City. The founders of CNTA themselves are minorities, first generation Americans, first generation high school graduates and first generation post high school graduates with formal career training. We know the story, we know the student and their family's story, we have lived it and know it first-hand. That is what sets us apart from the educational providers at the District level who currently serve this community. We are simply adding an additional valid educational choice to are targeted community and complementing the educational offering available to families of this specific socio dynamic.

Appendix A: Background Information Sheet

Appendix B: Articles of Incorporation

ARTICLES OF INCORPORATION OF Camino Nuevo Technical Academy (CNTA)

I

The name of this corporation is Camino Nuevo Technical Institute or CNTA.

II

- A. This organization is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.
- B. The Specific purposes for which this corporation is organized include, but are not limited to assisting in the educational pursuits of young people through education, an athletic focused charter school, scholarships, interscholastic athletic competition, etc.

III

The name and address in the State of Utah of this Corporation's initial agent for service of process

is: Name: Nephi Aiono

Address:

583 East Tilden Parc Lane
Draper, Utah 84020

IV

- A. The corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.
- B. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501 (c)(3) of the Internal Revenue Code or (2) by a corporation contribution to which are deductible under Section 170(c)(2) of said Code, or the corresponding provisions of any future statute of the United States.
- C. No substantial part of the activities of this corporation shall consist of carrying on

propaganda or otherwise attempting to influence legislation; nor shall the corporation participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

V

The names office held of the persons designated to act as the initial Board of Directors of this corporation are: Marvin Aiono President, West Valley, Utah; Evan Clark, Secretary, Orem; Edris Netzler, Board Member, West Valley.

VI

- A. The property of this Corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of the corporation shall ever inure to the benefit of any director, trustee, member or officer of this corporation, or to any private person.
- B. Upon the dissolution or winding up of the corporation, any assets remaining after payment of, or provision for payment of, all debts and liabilities shall be distributed to a governmental entity described in Section 170(b)(1) (A)(v) of the Internal Revenue Code, or to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes, which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, and which is qualified to receive "qualified conservation contributions" within the meaning of Section 170(h) of said Code, or the corresponding provisions of any future statute of the United States.
- C. In the event of a liquidation of this corporation, all corporate assets shall be disposed of in such a manner as may be directed by decree of the superior court for the county in which the corporation has its principal office, on petition therefore by the Attorney General or by any person concerned in the dissolution, in a proceeding to which the Attorney General is a party.

IN WITNESS WHEREOF, the undersigned, being the Board of Directors of Camino Nuevo Technical Institute and the initial directors named in these Articles of Incorporation on May 11, 2020.

DIRECTORS

Marvin Aiono

Marvin Aiono

Evan Clark

Evan Clark

Edris Netzler

Edris Netzler

DECLARATION

We are the persons whose names are subscribed below. We collectively are all of the Board of Directors of the Camino Nuevo Technical Institute and all of the initial directors named in the Articles of Incorporation, and we

have executed these Articles of Incorporation. The foregoing Articles of Incorporation are out act and deed, joint and severally.

Executed on June 5, 2019

at 583 East Tilden Parc Lane Draper Utah 84020 We, and each of us, declare

that the foregoing is true and correct.


Marvin Aiono


Evan Clark

Edris Netzler

Edris Netzler

Appendix C: Governing Board Bylaws

Camino Nuevo Technical Academy

ARTICLE I: NAME AND PURPOSE

Section A. Name. The name of the corporation is Camino Nuevo Technical Academy (hereinafter “the Corporation”).

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

1. to act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah, and to act and operate as an educational institution in a manner to be determined by the Board of Trustees and included here.
2. to engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.

3. to provide programs, instruction and materials to encourage, support and facilitate student learning and development;
4. to engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and the regulations promulgated thereunder (the “Code”) and are consistent with those powers described in the Act; and
5. to solicit and receive contributions, purchase, own and sell real and personal property, to make contacts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity in furtherance of, incidental to, or connected with any of the other purposes.

ARTICLE II: MEMBERSHIP

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

ARTICLE III: BOARD OF TRUSTEES

Section A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable education law, not-for-profit corporation law, the Corporation’s charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed,

and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

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

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

Section C. Appointment of Trustees.

1. Appointment. The initial Board members shall be those individuals identified as such in the

charter application prepared for submission to the Utah State Office of Education on or before June 30, 2017.

- 2. Eligibility.** The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively and so long as the prospective board member meets all applicable regulations of the Utah State Office of Education.
- 3. Term of Office.** The regular term for board membership shall be three years; however, initial board members shall be assigned to one-, two-, or three-year terms so that roughly one-third of the Board shall be up for reelection in any given year.
- 4. Term Limits.** Board membership shall not be automatically term limited but shall be subject to vote of the Board Members who are not up for reelection.
- 5. Time of Elections.** The Board shall appoint directors whose term begins on July 1st of a given year at the annual meeting for that year, or at a regular meeting designated for that purpose, or at a special meeting called for that purpose to fill a mid-year vacancy.
- 6. Related Members.** If any two members of the board are related, each member shall be counted fully in constituting a quorum; however, in regard to voting, if both members are in attendance each shall have one-half vote. If only one of the related members is present, he or she shall have a full vote.

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

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

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

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

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: 583 East Tilden Parc Lane Draper Utah 84020 or at such other place as the Board may select by resolution or amendment of the Bylaws. The secretary shall note any change in office on the copy of the Bylaws maintained by the secretary.

ARTICLE V: MEETINGS OF THE BOARD

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

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

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

ARTICLE VI: ACTION BY THE BOARD

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

Section B. Action by the Board.

- 1. Actions Taken at Board Meetings.** Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the directors present may adjourn the meeting until a quorum is obtained.
- 2. Board Participation by Other Means.** In all events, a quorum of the board must be present to lawfully conduct a board meeting of the charter school. Directors may participate by means of videoconferencing or by virtue of other electronic means and may be counted toward achieving a quorum provided all directors participating in such meeting are able to hear one another and there is no objection from any director.

Section C. Committees.

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

Section D. Standard of Care.

- 1. Performance of Duties.** Each director shall perform all duties in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
- 2. Reliance on Others.** In performing the duties of a director, a director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - a.** One or more officers or employees of the Corporation whom the director believes to be reliable and competent in the matters presented;
 - b.** Legal counsel, public accountants or other persons as to matters that the

director believes are within that person's professional or expert competence;

or

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

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

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

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

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

ARTICLE VII: OFFICERS

Section A. Officers.

1. **Titles.** The Officers of the Corporation are president, vice president, secretary, and treasurer. The Board of Trustees may create such other officer positions as it deems necessary. Each officer position shall specify and include its duties and responsibilities in these Bylaws. No officer may hold more than one position at the sametime.
2. **Election.** For all positions other than secretary, the officers shall be elected from among the Board of Trustees at each annual meeting of the directors and shall serve for one year and until their successors are elected and qualified. The Board may elect an individual to serve as secretary who is not a member of the board.

3. **Terms.** The president may serve no more than three consecutive one-year terms. Directors

elected to the other officer positions may serve no more than five consecutive one-year terms.

Former officers, after a break in service of one year, may be elected to another term as an officer.

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

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

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

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

(d The treasurer shall be the chief financial officer of the Corporation and shall have oversight of the business administrator or business service provider as that employee or service takes responsibility of the financial records, investments, and other evidences of school properties and assets. The treasurer shall ensure that the business administrator or business service provider keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any board member. The treasurer shall be the chair of the financial committee, which shall prepare an annual budget, in conjunction with the school director and the school business administrator, for the consideration and approval of the Board. The treasurer shall ensure that the business administrator deposits all moneys and other valuables in the name and to the credit of the Corporation with such depositories as shall be designated by the Board. The treasurer shall provide oversight to the business administrator or business service provider in the

investment and reinvestment of funds of the Corporation and the disbursement of funds of the Corporation as may be ordered by the Board. The treasurer shall render to the Board and the members of the school community, at the annual meeting, statements evidencing the current financial condition of the Corporation. The treasurer shall ensure that the business administrator or business service provider establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board a detailed written financial report in compliance with the Utah statutes and regulations relating to charter schools. The treasurer, as chair of the finance committee, annually shall recommend an auditing firm to be hired by the Board to review the books of the Corporation and provide a report on them to the Board.

Section B. Election, Eligibility and Term of Office.

- 1. Election.** The Board shall elect the officers annually at the annual meeting or a regular meeting designated for that purpose or at a special meeting called for that purpose, except that officers appointed to fill vacancies shall be elected as vacancies occur.
- 2. Eligibility.** A director may hold any number of offices, except that neither the secretary nor treasurer may serve concurrently as the chairman.
- 3. Term of Office.** Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

Section C. Removal and Resignation. The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract.

Any officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF DIRECTORS

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

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

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

ARTICLE X: SELF-DEALING TRANSACTIONS

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

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

ARTICLE XI: OTHER PROVISIONS

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

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

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

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

Section E. Conflict of Interest. Any director, officer, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or board committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made

shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote therein and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

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

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

ARTICLE XII: AMENDMENT

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

CERTIFICATE OF THE SECRETARY

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

Evan Clark

Evan Clark, Board Secretary

Appendix D: Minutes from Governing Board meetings

Board Minutes Adopting Articles of Incorporation

Camino Nuevo Technical Academy

Minutes of the Organizational Meeting of Board of Directors
Date: May 11, 2020

The organizational meeting of the Board of Directors of Camino Nuevo Technical Academy, a Utah nonprofit corporation, was held via Zoom on May 11, 2020.

The undersigned, being all of the members of the initial Board of Directors of Camino Nuevo Technical Institute named in the Corporation's Articles of Incorporation filed with the Secretary of State of Utah were present.

Marvin Aiono was appointed Chairperson of the meeting and Evan Clark was appointed Secretary of the meeting. The Board of Directors voted and approved the motion.

ARTICLES OF INCORPORATION

The Secretary then presented and read to the meeting a copy of the Articles of Incorporation and reported that the original thereof was filed electronically with the office of the Secretary of State of the State of Utah on May 8, 2020. The Secretary presented a duplicate of the Articles of Incorporation as filed and it was ordered inserted into the corporate record book.

Corporate Board Bylaws

Discussion on Board Bylaws making sure they align with the 501(c) (3) and school charter. No discussion as everyone was in agreement, they worked for both entities.

OFFICERS

The Chairperson of the meeting then called for the election of officers of the Corporation. The following persons were nominated to the office preceding their name:

Office Name
President, Marvin Aiono
Secretary, Evan Clark

No further nominations being made the nominations were closed and the directors proceeded to vote on the nominees. The Chairperson announced that the foregoing nominees were elected to the offices set before their respective names to serve as such at the pleasure of the Board of Directors or pursuant to the terms of any written employment agreement executed by the Corporation and the respective officer.

ADJOURNMENT

The Chairperson asked whether there was any further business to come before the Directors at this meeting, and being no response, the meeting was adjourned.

DATE: May 11, 2020.

Appendix A: Background Information Sheet

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, do not include a resume. This page may be copied as many times as necessary. Delete these instructions.

Name: Edris Netzler

Role: Founding Board Member

Statement of Intent: Using as much space as necessary, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

I am excited to be a part of the inaugural board. With my participation comes a broad wealth of experience that I know will be of value to the success of the charter school. My background is in finances and operations. This will enable me to provide key strategic direction as the board moves forward in its infant stages. My review of the petition and those involved in the process has warmed my heart, and I am ever so confident that we can successfully provide a much needed education through our charter school endeavor.

Not-for-Profit History: Using as much space as necessary, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a charter school, nonprofit corporation, governing board experience, and background in group organization.

Growing up I have had leadership experience at a young age. I was involved in youth groups with a focus on young women. My role was that of a President, and worked directly with teenage girls to help them grow, and develop skills that would allow them to have a solid future, and to be leaders in their respective community. In these roles, I worked with other organizations, I was in charge of the fiscal budget that was created yearly, and held the organization accountable for staying within the budget. On many occasions, I was involved with overseeing a annual camp for girls that included, hundreds of young women and leaders, large budgets, tough logistics, and to make sure safety was paramount. Each camp was a success, but the planning was key.

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.

I have served in the Boys & Girls Club in Salt Lake City. My role was the Chief Financial Officer. I had the duties of fiduciary responsibility in all monies that were received, and spent on behalf of the club. It was very exhausting, but extremely rewarding. I endeared myself in the community to build relationships and to seek out sponsors for our chapter. It allowed me to know people and their businesses on a personal basis, and learn what was important to them. It gave me opportunities to present, and be passionate about the vision of our club, and show them how their financial kindness would go along way. This particular role enabled me to be an integral part of the community. I currently serve as the Chief Financial Officer for a non profit organization that helps teenagers prepare for college and participate in collegiate sports.

Education History: Using as much space as necessary, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

I am a proud graduate of the University of Utah. Finances have been my focus once I graduated and my work history has continued to guide me in the financial sector

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

Edris Netzler

Applicant's Signature

Appendix A: Background Information Sheet

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, do not include a resume. This page may be copied as many times as necessary. Delete these instructions.

Name: Evan Clark

Role: Founding Board Member

Statement of Intent: Using as much space as necessary, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

My role on the board will be to help provide insights and structure around the Diversity, Equality and Inclusion efforts of the school. As a person of mixed race and one who has lived in a third world country, I am aware of the difficulties minorities may face in the workforce. I believe in the youth and their potential and I intend to help provide opportunities necessary to prepare the youth for the workforce.

Not-for-Profit History: Using as much space as necessary, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a charter school, nonprofit corporation, governing board experience, and background in group organization.

Worked in a volunteer capacity overseeing daily missionary efforts in El Salvador. Was involved in organizing relief efforts to multiple schools through charitable giving and upgrading facilities. Organized group projects to rebuild homes and teach English. Organized a project to install new park benches at the former Rock Canyon Elementary School before the school was rebuilt.

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.

Helped launch Biosaphe Inc, a startup that provides organic fertilizer solutions to professional

sports teams, golf courses, and cities. Worked in a leadership role managing sales people and supporting operations. Participated in strategic decision making and setting up processes to help build a scalable organization.

Education History: Using as much space as necessary, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

Currently pursuing a Bachelor's Degree in Business Management from WGU (Western Governors University), set to graduate December 2020.

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Evan Clark

Applicant's Signature

Appendix A: Background Information Sheet

Name: Marvin Aiono

Role: Founding Board Member

Statement of Intent: Using as much space as necessary, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

I look forward to being a member of the founding board. I have ties with many families that we are looking to serve and meet their educational needs. I am a husband, and father of children who have attended charter schools, and benefited from the unique programs that were tailored to their needs. Charter schools play an important role for children, and with the ever so changing climate of the world today, I feel it is a necessity for a child to have access to charter schools in their community.

Not-for-Profit History: Using as much space as necessary, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a charter school, nonprofit corporation, governing board experience, and background in group organization.

I have served in various positions in the Not-for Profit sector. Ranging from a secretary, treasurer, president for a large Young Mens organization, president for a large organization of male adults. In each of these roles, I was charged with staffing, fiduciary responsibility, making sure the organizations were functioning as directed, and setting, obtaining, maintaining goals that had been set up for success. Each of these unique and fulfilling roles taught me to work with many that had different opinions and approaches, but we ALL had a common goal to meet the established goals. It allowed me to persevere and work as a team, and at the same time exert leadership when needed. These experiences will allow me to be an asset to the founding board and be a vital member in making this charter school a success.

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.

I have and currently serve in leadership capacities. I have managed up to 400 employees and have always been hands-on in my leadership approach. My roles in the work place have always included financial responsibilities, and the direct safety of all those in my stewardship. Each of my roles included logistics, supplies, OSHA compliance.

Some of the roles that I have served in include, Big Box Retail Store Manager= 400 plus employees, Chief Operating Officer, Business Development Manager, Sales Leader.

I am also a veteran, having served in the United States Marine Corps.

Education History: Using as much space as necessary, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

I received my Bachelors of Science from Universtity Of Houston.

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Applicant's Signature

Marvin L Aiono