



New Charter School Proposal Application

Technical Components:

Proposed Charter School Name:

Momentum Academy

Name of Applicant(s):

Melinda Caldwell and Evan Caldwell

Authorized Agent, if applicable:

Evan Caldwell

Main Point of Contact:

Evan Caldwell

Point of Contact Phone Number:

801-753-8260

Point of Contact Email Address:

evan@evancaldwell.com

Proposed Charter School Location (city/area):

Eagle Mountain, Utah

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

Lake Mountain School District (LMSD)

Proposed Charter School's Reported Grade Configuration and Maximum Authorized Enrollment:

The charter mirrors LMSD, growing from grades 7–9 (300 students) to 7–12 (600) by Year 4, adding 100/grade.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Max Enrollment:
Year 1								100	100	100				300
Year 2								100	100	100	100			400
Year 3								100	100	100	100	100		500
Year 4								100	100	100	100	100	100	600
Year 5 +														

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

Yes, the proposed grade configuration directly aligns with the secondary structure of the Lake Mountain School District. Lake Mountain configures its schools into a K–6 elementary tier, a 7–9 middle school tier, and a 10–12 high school tier. The charter school mirrors this design by opening exclusively as a grades 7–9 middle school in Year 1. As the school expands by one grade level each year to ultimately serve grades 7–12, it continues to match the district's exact secondary framework. By adopting the district's grade 7 transition point, the school provides a familiar, seamless structural fit for local families.

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

No

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the applicants and governing body of the proposed charter school.

Name of Authorized Agent: Evan Caldwell

Signature of Authorized Agent: *Evan Caldwell*

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

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

ATTACHMENT 1: OVERVIEW OF THE “BIG IDEAS”

a. Proposed Mission and Vision Statements

- **Mission:** Momentum Academy prioritizes student mental health first, building personalized, mastery-based, excellence focused academics around proactive emotional wellbeing to ensure students graduate healthy, competent, and equipped with the agency to author their own future.
- **Vision Statement:** We believe schools should support mental health before a crisis forces the issue, not after. Momentum Academy reimagines secondary education for a generation under unprecedented pressure: a place where proactive mental health is the foundation, where personalized technology enables academic excellence, and where the union of humanity and technology unlocks unlimited possibility.

b. How the Proposed School Promotes the SCSB’s Mission and Vision

Momentum Academy advances the SCSB mission within the rapidly expanding Eagle Mountain region through three direct channels:

- **Quality Choice:** Offers small-cohort mentorship, proactive student wellness, and individualized tracks as an alternative to large traditional schools.
- **Innovation:** Ties an adaptive learning engine to a curriculum knowledge-graph to shift educators from uniform lecturers to data-informed cognitive coaches and mentors.
- **Student Success:** Establishes emotional stability as a prerequisite for learning to remove academic anxieties caused by rigid pacing and reduce absenteeism.

c. Primary Method to Meet the Purposes of Utah’s Charter Schools

Momentum Academy utilizes **Method V (from the proposal template): Establishing new educational models and new forms of accountability that emphasize unique performance measures and innovative measurement tools to measure education outcomes** as its primary statutory vehicle.

While traditional schools evaluate performance through lagging indicators (like annual summative testing) and gatekeep progress using seat-time, Momentum implements a real-time, continuous assessment framework. Students demonstrate robust concept mastery on a digital knowledge-graph before advancing, replacing arbitrary social promotion with authentic accountability.

Core Assessment Methods

- **Formative Micro-Assessments:** The system gives students tiny, frequent quizzes—sometimes just one or two targeted questions—after they learn a small concept to check for understanding in real time.
- **Performance Tasks:** Students complete interactive simulations, digital labs, or step-by-step problem-solving tasks that require them to apply their knowledge to realistic scenarios.
- **Adaptive Testing:** The computer shifts the difficulty of questions on the fly based on the student's previous answers, getting harder when they succeed and offering helpful scaffolding when they struggle.
- **Prerequisite Mapping:** The software acts as an automated gatekeeper; it assesses a student's readiness by analyzing if they have fully unlocked all the foundational, connected skills on the graph.

Traditional Testing vs. Knowledge-Graph Assessment

Feature	Traditional Testing	Knowledge-Graph Assessment
Timing	The end of a unit or semester.	Continuously while the student learns.
Goal	To assign a grade (A, B, C, etc.).	To map out exactly what to study next.
Pacing	Fixed schedule for the whole class.	Completely self-paced by the individual.
Feedback	Delayed by days or weeks.	Instantaneous for the student and teacher.

Recognizing the link between psychological stability and academic success, Momentum tracks unique non-academic performance measures under licensed clinical oversight. Using weekly/monthly CASEL-based assessments, the school monitors wellness benchmarks, emotional self-regulation, and mentorship engagement, making student well-being a measurable foundation for academic proficiency.

d. Defining Characteristics (Key Elements of the Model)

The model is built upon two core pillars that create a self-reinforcing educational environment:

- **Pillar One: Proactive Mental Health:** Co-founded by a licensed therapist, the school integrates wellness into the daily environment through biophilic design and structured adult mentorship.

Pillar Two: Student-Centric Adaptive Technology: Engineered by co-founder Evan Caldwell, a systems architect, learning is driven by a personal adaptive technological companion linked to an integrated curriculum knowledge-graph. Rather than using passive software or standard online worksheets, this engine acts as a dynamic, real-time map of a student's brain.

- *What it looks like in practice:* Every subject is broken down into a web of interconnected concepts ("nodes") instead of linear chapters. When a student logs into their dashboard, they see their current mastery path. The adaptive engine continuously checks for understanding as the student works—not through high-stakes quizzes, but through tasks like short-answer explanations, interactive problem-solving, and conceptual sorting.
- *True Personalization:* If a student struggles with a concept like *multiplying fractions*, the system doesn't just give them a lower grade and move on. It pauses, diagnoses the exact underlying gap (e.g., basic division or visual fraction modeling), and adapts the learning path in real time to bridge that specific gap. Conversely, high-achieving students are automatically accelerated to advanced nodes the moment they demonstrate mastery, completely eliminating the artificial learning ceilings of a traditional classroom.

The Intersection: These two pillars form a highly efficient operational loop. The technological companion handles routine direct instruction, grading, and diagnostic tracking. This offloads administrative burdens from the faculty, freeing professional educators to spend their classroom hours on high-value human interventions: leading small-group deep-dive seminars, providing targeted cognitive coaching for stuck students, and delivering the proactive, mental-health-focused mentorship central to Pillar One.

e. Expected Academic Outcomes

Momentum Academy defines institutional success through clear, quantifiable benchmarks:

- **Mastery-Based Growth:** 100% of students will meet or exceed state growth averages, measured tri-annually via **NWEA MAP Growth**. Success is defined by:
 1. **Conditional Growth Index (CGI):** Target score ≥ 0.0 for all students.
 2. **Student Growth Percentiles (SGP):** Target SGP ≥ 50 on Utah ASPIRE Plus/RISE assessments.
- **Core Proficiency:** $\geq 85\%$ of students enrolled for two+ intervals will score "Proficient" or "Advanced" on Utah Core Standards assessments in ELA, Math, and Science.
- **Closing Progress Gaps:** Historical achievement deficits associated with mobility and socioeconomic status will be reduced by 15% annually through mastery pacing.
- **Operational Well-being Index:** Statistically significant reduction in school-induced anxiety versus regional benchmarks, with $>90\%$ annual student retention.

ATTACHMENT 2: OVERVIEW OF THE EDUCATIONAL PROGRAM

a. Overarching Educational Philosophy

Momentum Academy's educational philosophy resides at the convergence of **Self-Determination Theory (Deci & Ryan, 2000)** and **Cognitive Load Theory (Sweller, 1988)**, implemented via a framework of mastery learning (**Bloom, 1968**). Academic failure and behavioral disruptions in secondary settings are heavily correlated with chronic academic anxiety, which occurs when students are pushed through a standardized curriculum layout without mastering foundational concepts.

By treating emotional regulation and psychological safety as foundational prerequisites for cognitive processing, Momentum lowers the affective filter of the learner. The instructional model asserts that true competency cannot be achieved under conditions of high distress. By deploying automated, personalized pacing engines, the school protects student mental health from the humiliation of falling behind, allowing deep focus, working memory optimization, and true mastery of academic material.

b. Teaching and Assessing the Utah Core Standards

The Utah Core Standards represent the baseline competencies required across all academic areas at Momentum Academy. Rather than pacing these standards linearly against a strict academic calendar, the curriculum decomposes each state standard into discrete, traceable nodes within a synchronized digital knowledge-graph.

- **Instruction:** Students interact with Core Standard content through an adaptive learning companion that adjusts text complexity, scaffolding layers, and media modalities in real-time based on immediate student performance.
- **Assessment:** Assessment is continuous, multi-layered, and embedded directly within the daily learning process. Educators utilize three distinct vectors of verification: automated formative checks performed by the adaptive engine, performance-based authentic tasks evaluated via standardized rubrics, and comprehensive summative assessments.
- **Remediation:** If a student demonstrates a deficiency on a specific state standard strand, the system prevents advancement into higher-tier concepts, flagging the exact sub-skill gap for immediate, targeted human intervention by a content-area facilitator.

c. Intended Educational Program & Curriculum Development

The secondary program operates as a highly responsive, technology-facilitated learning laboratory.

[Adaptive Technological Companion] ---> Identifies Concept Gaps Real-Time

v

[Human Instructional Facilitator] ---> Delivers Direct, Small-Group Intervention

v

[Whole-Person Faculty Mentor] ---> Evaluates Student Wellbeing & Pacing

- **Curriculum Selection & Alignment:** Momentum Academy’s academic leadership, overseen by Executive Director Michael Clark, will select and configure curriculum platforms that offer open API architecture to merge smoothly with our proprietary tracking infrastructure. The primary curriculum selection criteria require strict alignment with Utah State Board of Education (USB E) course specifications, research-backed efficacy data, and the technical capacity to allow student-led acceleration.
- **Methods of Instruction:** Instruction uses a hybrid approach combining software-guided mastery, small-group thematic seminars led by educators, and applied laboratory work. The technology handles repetitive direct instruction, allowing human teachers to shift their focus to targeted intervention, metacognitive coaching, and deep-dive critical thinking challenges.

d. Graduation Requirements and State Alignment

Momentum Academy meets or exceeds all graduation requirements established by the Utah State Board of Education (R277-700), providing a clear pathway for students as they transition from the middle school tier (Grades 7–9) into the high school program (Grades 10–12). To secure a high school diploma, students must successfully master a minimum of 24 credit hours distributed across mandated core areas:

Content Area	Required	Utah Core Alignment & Mastery Metric
Language Arts	4.0 Credits	Mastery of Grades 9–12 ELA Core Standards
Mathematics	3.0 Credits	Secondary I, II, and III (or approved context options)
Science	3.0 Credits	Minimum of 2.0 credits from Foundation courses (Bio, Chem, Physics)
Social Studies	3.0 Credits	Geography, World History, US History, Gov/Civics (0.5)
Arts / CTE	2.5 Credits	Integrated career pathways and technical validation
Digital Studies	0.5 Credits	Computer science and systems fundamentals
Financial Lit.	0.5 Credits	General Financial Literacy state requirements and exam
Health/Phys. Ed.	2.0 Credits	Health Education and Fitness/Individualized tracking
Electives	5.5 Credits	Targeted career exploration and advanced technical paths

Because Momentum is a mastery-based school, credits are conferred upon verified competency validation rather than arbitrary seat-time accumulation. Students who demonstrate accelerated proficiency across a core discipline may advance into higher-level coursework, concurrent enrollment, or specialized career and technical pathways ahead of traditional cohort schedules.

e. Special Programs (CTE, Community Partnerships)

- **Career and Technical Education (CTE) & Dual-Pathway Flexibility:** Reflecting the technical expertise of the school's design, Momentum's core CTE pathways will focus on High-Technology industries, including Computer Science, Software Engineering, and Digital Design. However, because our model is built on true mastery-based progression, students who rapidly demonstrate core competency are uniquely positioned to pursue regional trade and vocational tracks. Once a student validates their baseline academic standards, the schedule unlocks flexibility for them to pursue specialized studies in trades like automotive mechanics, welding, or advanced manufacturing.
- **Mental Health Practicum Partnerships:** Utilizing the professional networks of co-founder Malinda Caldwell, the school will establish collaborative partnerships with regional university graduate departments (such as social work, counseling, and psychology programs). These connections will provide clinical internship support, expanding the school's capacity for proactive, small-group socio-emotional mentoring.
- **Industry & Trade Mentorships:** Momentum will partner with both local technology firms and regional trade businesses to provide external design critiques, job-shadowing, and "mini-internship" opportunities. This allows upper-level secondary students to gain hands-on, real-world experience across high-tech fields or skilled industrial trades depending on their individual career aims.

ATTACHMENT 3: INSTRUCTIONAL DESCRIPTION FOR SPECIAL POPULATIONS

Students with Disabilities (Special Education / IDEA)

Momentum Academy ensures a Free Appropriate Public Education (FAPE) for all students with disabilities in strict compliance with the Individuals with Disabilities Education Act (IDEA) and Utah State Board of Education Special Education Rules. The structural architecture of Momentum is uniquely designed for inclusion.

- **Child Find & Identification:** Universal screening occurs continuously upon entry. Students demonstrating persistent deficits that do not respond to targeted Multi-Tiered System of Supports (MTSS) adaptations are formally referred for multidisciplinary evaluation.
- **IEP Implementation & Least Restrictive Environment (LRE):** Because the school's general education model relies heavily on adaptive technological paths and individualized human pacing, the baseline environment is inherently less restrictive and stigmatizing than traditional formats. Special education teachers collaborate with general education teachers to embed specific accommodations, modifications, and assistive technology requirements directly into the student's digital learning workspace.
- **Continuum of Services:** Direct instruction, specialized co-teaching models, and pull-out resource interventions focus on areas where self-directed digital platforms cannot fully

address complex developmental or cognitive needs. Special education personnel have real-time access to the student's mastery dashboard, allowing them to adjust instructional strategies based on precise performance metrics.

Multilingual Learners (ML)

In accordance with Title VI of the Civil Rights Act and the Equal Educational Opportunities Act, Momentum Academy delivers targeted linguistic support to Multilingual Learners to ensure rapid academic language acquisition and equitable access to all core content.

- **Identification & Assessment:** All entering student profiles are screened via the Home Language Survey. Eligible students undergo language proficiency testing using the WIDA Screener to establish baseline English language services.
- **Instructional Methodology:** The technological interface functions as an immediate language support tool, allowing for customized visual scaffolding, dual-language vocabulary glossaries, and real-time text-to-speech tracking. Human instructors utilize Sheltered Instruction Observation Protocol (SIOP) strategies during collaborative seminars. This approach pairs language acquisition directly with core academic concepts rather than teaching grammar in isolation.
- **Monitoring & Exit Criteria:** Student linguistic progress is assessed annually using the WIDA ACCESS assessment. Exited students are monitored closely for four years by the academic leadership team to ensure sustained proficiency across all core subject areas.

Students Who Are Economically Disadvantaged or Experiencing Homelessness

Momentum Academy systematically removes socioeconomic barriers to learning in compliance with Title I Part A and the McKinney-Vento Homeless Assistance Act.

- **Equitable Access to Technology:** To prevent a digital divide, Momentum provides all necessary hardware devices, specialized learning peripherals, and home connectivity assistance programs at zero cost to families.
- **Socio-Emotional Stability:** Recognizing that financial hardship and housing instability introduce profound trauma and toxic stress that impair cognitive function, the school's first pillar functions as an essential equity mechanism. The clinical support structures overseen by the Executive Director and licensed staff ensure these students receive immediate, stigma-free access to counseling resources, basic needs coordination, and intensive human mentorship.
- **Data-Driven MTSS Interventions:** School performance data is routinely disaggregated by socioeconomic indicators. This practice lets our student support teams quickly spot and counteract emerging achievement gaps by allocating additional human tutoring and coaching hours to students facing high external stressors.

ATTACHMENT 4: MARKET ANALYSIS

a. Justification of Need and Local Distinction

Eagle Mountain’s rapid growth has outpaced local secondary infrastructure, creating a need for distinct educational choices. Existing schools are predominantly large, calendar-driven environments struggling to adapt to individual student variance. Momentum Academy addresses this gap as the area’s only secondary school prioritizing proactive mental health as a foundational prerequisite for learning. By replacing rigid seat-time with a mastery-based progression model, Momentum provides a critical alternative for students hindered by traditional pacing or conventional classroom limitations.

b. Target Demographics and Regional Growth Trends

Eagle Mountain and the broader western region of Utah County represent one of the fastest-growing demographic corridors in the United States.

- **Population Metrics:** The local population is characterized by young, growing families with a high density of school-aged children.
- **Development Realities:** The ongoing transition of the local school district structure (the splitting of Alpine School District into smaller entities) highlights the structural volatility and intense community demand for educational facilities in the immediate area.
- **Target Population:** Momentum Academy’s student recruiting efforts will focus on families residing within Eagle Mountain, Saratoga Springs, and neighboring areas. This outreach targets a diverse cross-section of students, anchored by three primary cohorts:
 1. Students navigating acute secondary school anxiety who require a supportive, wellness-first environment.
 2. Students seeking specialized, high-technology or skilled trade pathways that connect directly to the modern economy.
 3. High-achieving students who feel under-challenged by standard models. Our mastery-based pacing removes rigid constraints, allowing these students to accelerate through core requirements and pursue advanced research, passion projects, concurrent enrollment, and specialized internships.

c. Performance and Models of Competing Public Schools

Competitor School	Type	Instructional Model	Market Vulnerability / Alignment
Frontier Middle School	District	Traditional 7–9 Junior High	High student-to-teacher ratios; rigid pacing constraints; reactive mental health frameworks.

Cedar Valley High School	District	Traditional 10–12 High School	Significant enrollment numbers; standard departmentalized structures; limits student-led acceleration.
Regional Virtual/Charter Options	Charter	Asynchronous Virtual / Fixed Hybrid	Often lack robust, on-campus peer structures and onsite clinical mental health integration.

Differing from regional district schools, which are constrained by scale, Momentum Academy avoids competing directly by offering a differentiated model prioritizing high-quality mentorship, clinical oversight, and personalized technology.

d. Enrollment Forecasts and Supporting Data

Based on current waitlist dynamics for regional charter schools and the compounding population influx driven by new residential developments in Eagle Mountain, Momentum Academy has established a conservative, sustainable enrollment escalation model.

- **Year 1 Capacity:** 300 students across grades 7, 8, and 9 (100 students per grade level).
- **Year 2 Capacity:** 400 students (Grades 7–10), maintaining a steady intake cohort of 100 students while matriculating the inaugural class.
- **Year 3 Capacity:** 500 students (Grades 7–11).
- **Year 4 (Full Build-Out):** 600 students max capacity across grades 7–12.

This measured growth pattern allows Executive Director Michael Clark and the governing board to maintain steady capital reserves, establish a close-knit campus culture, and ensure that staffing ratios scale in perfect alignment with internal clinical standards.

e. Risks, Barriers, and Mitigation Strategies

1. **Facility Acquisition & Capital Financing:** Rising land and construction costs in Eagle Mountain are key challenges. *Mitigation:* Evaluating commercial real estate and municipal bond financing to secure a facility well ahead of Year 1.
2. **Regulatory & Privacy Compliance:** Technology usage must adhere to FERPA and Utah privacy statutes. *Mitigation:* Implementing enterprise-grade security, data siloing, and zero-retention analytics to ensure full anonymity and compliance.
3. **Staff Recruitment:** Sourcing educators skilled in both data-graph systems and therapeutic mentorship requires focused recruitment. *Mitigation:* Offering competitive compensation and professional development. Automating content delivery allows teachers to prioritize human mentorship and student well-being.

Governing Board:

Members of Governing Body: (add additional rows if needed)

Name:	Position on Board:	Area of Expertise:	Any Previous or Current Charter Affiliation:
Evan Caldwell	Board Chair	Technology systems & software engineering	Rockwell Academy
Melinda Caldwell	Vice Chair	Child and adolescent mental health	Rockwell Academy
Duane Domino	Board Member	Family Therapy and Mental Health	None
Danian Larrabee	Board Member	Emergency Preparedness Risk Management	Rockwell Academy
Melissa Korona	Board Member	Community Engagement	Rockwell Academy

Required Attachments: (Not included in page limit count)

1. Each member of the governing body must complete a background information sheet. Please copy as many times as needed and add to your final proposal application as Appendix A.
2. The proposal application must include the Articles of Incorporation. The Articles must state that the charter school authorizer, the State of Utah, and any of its agencies are not liable for any debts or financial obligations incurred by the charter school or any individuals/entity operating it. Articles of Incorporation should also include necessary language in case the governing board decides to (1) apply for 501(c)(3) status with the IRS or (2) take on debt on behalf of the corporation. However, schools do not need to apply for 501(c)(3), but can incorporate as a Utah nonprofit. Please include these as Appendix B.
3. The proposal application must include Governing Board Bylaws. Bylaws are the rules and procedures for how nonprofit corporations operate and are governed. Although there are no set criteria for bylaw content, they typically set forth internal rules and procedures, including such issues as: (1) the existence and responsibilities of officers; (2) the size of the board and the manner and term of their election; (3) removal of board members; (4) how and when board meetings will be held, (5) who may call meetings; (6) how the board will function; and (7) an obligation to act in accordance with the Utah Open and Public Meetings Act. Limited Liability Corporation bylaws typically do not cover the elements required of a public school. Please include these as Appendix C.
4. The proposal must include the minutes from the governing board meeting in which the Bylaws and Articles of Incorporation were approved. Please include these as Appendix D.

Appendix A: Background Information Sheet - Evan Caldwell

Complete this form for each governing board member. Do not include a resume. This page may be copied as many times as necessary.

Name:

Evan Caldwell

Position on Board:

Board Chair

Area of Expertise:

Technology systems & software engineering

Statement of Intent Regarding Role on the Board:

I want to take years of ideation around innovation in education and create a future looking school that prepares our children for the uncertain future that awaits them.

Not-for-Profit History Relevant to Board Role:

Currently serving as vice chair on a school board. I previously worked at a non-profit that helped college students get real-world experience while still in school.

Employment History Relevant to Board Role:

13 years as a software engineer, 10 of which were spent in management. 10 years in sales & customer service.

Education History Relevant to Board Role:

Bachelors Degree in Software Design and Development

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.

Applicant's Signature: *Evan Caldwell*

Date: 2026-06-29

Appendix A: Background Information Sheet - Malinda Caldwell

Complete this form for each governing board member. Do not include a resume. This page may be copied as many times as necessary.

Name:

Malinda Marie Caldwell

Position on Board:

Board Vice Chair

Area of Expertise:

Statement of Intent Regarding Role on the Board:

Child and adolescent mental health, school wellness, emotional regulation, family support, and whole-child educational development.

Not-for-Profit History Relevant to Board Role:

Throughout my career, I have been dedicated to improving the lives of children, adolescents, and families through education and mental health. I have served as a school-based mental health clinician at Rockwell Charter High School and as a clinician with Encircle, a nonprofit organization dedicated to supporting LGBTQ+ youth and their families. These experiences strengthened my commitment to creating safe, inclusive, and emotionally supportive environments where young people can thrive. My work focuses on helping students build resilience, develop healthy coping skills, strengthen relationships, and reach their full potential through a whole-child approach to wellness and education.

Employment History Relevant to Board Role:

My professional experience spans education and mental health, including the Provo City School District Special Education Department, Giant Steps, Rockwell Charter High School, Encircle, Redwood Family Therapy, and private practice. These roles have provided me with extensive experience supporting students, families, and educators through a whole-child approach to education and mental wellness.

Education History Relevant to Board Role:

I hold a Master's degree in Clinical Mental Health Counseling and a bachelor's degree in Addiction and Recovery. I also completed coursework in education and attended a Principal's Academy, broadening my understanding of educational leadership and school systems.

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Applicant's Signature: *Malinda Marie Caldwell*

Date: 2026-06-29

Appendix A: Background Information Sheet – Duane Domino

Complete this form for each governing board member. Do not include a resume. This page may be copied as many times as necessary.

Name:

Duane Domino

Position on Board:

Board Member

Area of Expertise:

Licensed Marriage and Family Therapy, mental health and wellness, family systems, leadership development, community engagement, conflict resolution, and trauma-informed care. Expertise in supporting youth, families, and organizational systems with an emphasis on healthy relationships, communication, and resilience.

Statement of Intent Regarding Role on the Board:

I intend to serve as a thoughtful and collaborative board member who supports the mission and long-term success of Momentum Charter School. I aim to contribute strategic insight, advocate for student and family well-being, and help foster a culture of connection, accountability, and growth. I am committed to ethical governance, sound decision-making, and supporting policies that promote both academic excellence and social-emotional development.

Not-for-Profit History Relevant to Board Role:

My nonprofit experience includes direct service, leadership, and governance roles focused on supporting children, families, and underserved populations. I worked with **Peace House**, providing prevention education and community-based support services for youth and families affected by domestic violence. My work with **Priority Children** involved supporting children and families through advocacy and service-oriented care. I currently serve on the board of **Flourish Therapy Inc.**, a nonprofit organization focused on increasing access to affirming mental health services and community support. These experiences have strengthened my understanding of mission-driven leadership, community collaboration, ethical governance, and the importance of creating systems that help children and families thrive.

Employment History Relevant to Board Role:

I am a Licensed Marriage and Family Therapist and the founder of **Integrated Family Therapy & Wellness**, where I provide clinical leadership, supervise mental health professionals, and oversee business operations, strategic planning, and organizational development. My professional experience includes working extensively with children, adolescents, families, and school-related systems to promote emotional wellness, resilience, and healthy development. I have also worked in community prevention and youth support roles with **Peace House** and **Priority Children**, providing education, intervention, and advocacy services. In addition, I have experience teaching at the university and graduate level, which has strengthened my ability to support educational systems, leadership development, and policy-informed decision-making.

Education History Relevant to Board Role:

Ph.D. candidate in Marriage and Family Therapy with emphasis in culture, diversity, and social justice in global systems. Master of Science in Marriage and Family Therapy from Utah Valley University. Ongoing professional development in leadership, supervision, trauma-informed care, and family systems interventions.

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Applicant's Signature: *Duane Domino*

Date: 2026-06-29

Appendix A: Background Information Sheet – Danian Larrabee

Complete this form for each governing board member. Do not include a resume. This page may be copied as many times as necessary.

Name:

Danian Larrabee

Position on Board:

Board Member

Area of Expertise:

My expertise is in leadership, operations, risk management, emergency management, mentoring, and community engagement. My background includes 20 years of military service leading teams, developing people, and managing complex programs with accountability and clear communication.

Statement of Intent Regarding Role on the Board:

My intent is to support the school through responsible governance, strategic oversight, and service to students, families, and staff. I want to help ensure the school remains faithful to its vision of personalized, mastery-based learning while maintaining high standards, student wellbeing, and responsible operations.

Not-for-Profit History Relevant to Board Role:

I have served in education and community-focused roles, including as a charter school board member and Land Trust Council co-chair. These experiences gave me insight into school governance, parent engagement, academic improvement, transparency, and community accountability.

Employment History Relevant to Board Role:

I have served 20 years in the U.S. Army in leadership, recruiting, operations, training, and risk-management roles. My work has included mentoring young adults, leading teams, coordinating with schools and community partners, managing programs, and ensuring standards-based performance.

Education History Relevant to Board Role:

I hold a Bachelor of Arts in Emergency Management and Disaster Planning from American Military University and have completed graduate-level emergency management coursework. My education and military training support board work in planning, safety, leadership, risk analysis, and organizational oversight.

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Applicant's Signature: *Danian Larrabee*

Date: *6/26/2026*

Appendix A: Background Information Sheet – Melissa Korona

Complete this form for each governing board member. Do not include a resume. This page may be copied as many times as necessary.

Name:

Melissa Korona

Position on Board:

Board Member

Area of Expertise:

Community engagement, child development, office administrative

Statement of Intent Regarding Role on the Board:

My intent is to support a school that helps our children have and be prepared for their future. I want children, including my own to have more opportunity for success.

Not-for-Profit History Relevant to Board Role:

Currently on the Board of a 501 non profit that helps families who struggle during hard times

Employment History Relevant to Board Role:

I have 12 years Office Administrative and Accounting experience. Customer service, and recently was a substitute teacher at Rockwell Charter School also helping in the office when needed.

Education History Relevant to Board Role:

Certificate in Early Childhood development.

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Applicant's Signature:



Date:

2026-06-29

Audit trail

Details

FILE NAME	Momentum Board Member Info Form - 6/29/26, 11:42 AM
STATUS	Signed
STATUS TIMESTAMP	2026/06/29 19:23:42 UTC

Activity

SENT	evan@evancaldwell.com sent a signature request to: - Malinda Marie Caldwell (caldwellmalinda1@gmail.com) - Evan Caldwell (evan@evancaldwell.com) - Duane Domino (duane@iftwell.com) - Danian Larrabee (danianlarrabee@gmail.com) - Melissa Korona (melkorona88@icloud.com)	2026/06/29 17:43:37 UTC
SIGNED	Signed by Evan Caldwell (evan@evancaldwell.com)	2026/06/29 17:44:35 UTC
SIGNED	Signed by Melissa Korona (melkorona88@icloud.com)	2026/06/29 17:55:08 UTC
SIGNED	Signed by Duane Domino (duane@iftwell.com)	2026/06/29 19:23:42 UTC
SIGNED	Signed by Malinda Marie Caldwell (caldwellmalinda1@gmail.com)	2026/06/29 18:03:23 UTC
SIGNED	Signed by Danian Larrabee (danianlarrabee@gmail.com)	2026/06/29 17:47:56 UTC
COMPLETED	This document has been signed by all signers and is complete	2026/06/29 19:23:42 UTC

The email address indicated above for each signer may be associated with a Google account, and may either be the primary email address or secondary email address associated with that account.

Appendix B

ARTICLES OF INCORPORATION

ARTICLES OF INCORPORATION OF MOMENTUM ACADEMY, INC.

The undersigned, acting as the incorporator of a non-profit corporation under the Utah Revised Nonprofit Corporation Act (Utah Code § 16-6a-101 et seq.), hereby adopts the following Articles of Incorporation:

ARTICLE I: NAME

The name of the corporation is **Momentum Academy, Inc.** (hereinafter referred to as the "Corporation").

ARTICLE II: DURATION

The period of duration of this Corporation is perpetual.

ARTICLE III: NONPROFIT PURPOSES AND AUTHORITY

The Corporation is organized exclusively for educational, charitable, and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or corresponding provisions of any future United States Internal Revenue Law). Specifically, the Corporation shall operate as a public charter school pursuant to the Utah Government Employees and Education provisions of the Utah Code.

ARTICLE IV: LIMITATION OF LIABILITY & DEBT AUTHORITY

1. **Authorizer and State Non-Liability:** Pursuant to Utah statutory requirements for public charter schools, the charter school authorizer (the State Charter School Board), the State of Utah, and any of its agencies or political subdivisions are **not liable** for any debts, lawsuits, judgments, or financial obligations of any kind incurred by the charter school, the Corporation, the governing board, or any individual or entity operating the school.
2. **Authority to Incur Corporate Debt:** The Governing Board shall have the explicit corporate power and authority to borrow money, incur debt, and issue bonds, notes, debentures, or other evidences of indebtedness on behalf of the Corporation to further its educational mission, subject to any limitations provided by Utah law or the Corporation's Bylaws. No such debt shall ever constitute an obligation or liability of the State of Utah or its agencies.

ARTICLE V: IRS 501(c)(3) TAX-EXEMPT LANGUAGE

1. **Limitation on Activities:** No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.
2. **Dissolution Clause:** Upon the dissolution or winding up of the Corporation, the Governing Board shall, after paying or making provision for the payment of all liabilities of the Corporation, dispose of all assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code, or to a public entity such as a local education agency (LEA) or school district, as determined by the Governing Board and in accordance with the closure provisions of the Utah State Charter School Board.

ARTICLE VI: REGISTERED AGENT AND OFFICE

The address of the initial registered office of the Corporation is:

- **Address:** 3545 Franklin Dr. Eagle Mountain, UT 84005
- **Initial Registered Agent:** Evan Caldwell

ARTICLE VII: INCORPORATOR

The name and address of the incorporator is:

- **Name:** Evan Caldwell
- **Address:** 3545 Franklin Dr. Eagle Mountain, UT 84005

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation this 29th day of June, 2026.

Evan Caldwell, Incorporator

Appendix C

GOVERNING BOARD BYLAWS

BYLAWS OF MOMENTUM ACADEMY, INC.

ARTICLE I: PROPERTY AND GOVERNANCE

Section 1. Public Status. Momentum Academy, Inc. is a non-profit corporation operating a public charter school under Utah law. The property, business, and educational affairs of the Corporation shall be managed, conducted, and controlled by its Governing Board.

ARTICLE II: GOVERNING BOARD COMPOSITION AND TERMS

Section 1. Board Size. The Governing Board shall consist of no fewer than five (5) and no more than nine (9) voting members.

Section 2. Manner of Election & Qualifications. Board members shall be elected by a majority vote of the current Governing Board at an annual meeting, or as vacancies arise. Board composition should balance expertise across education, human services/mental health, legal, finance, and technical/systems operations.

Section 3. Term of Office. Trustees shall serve a term of three (3) years. Terms shall be staggered so that approximately one-third of the board positions expire each year. Board members may serve successive terms if re-elected.

Section 4. Removal. Any Board member may be removed from office with or without cause by a two-thirds (2/3) vote of the remaining members of the Governing Board at any properly noticed public meeting.

ARTICLE III: MEETINGS AND COMPLIANCE

Section 1. Regular Meetings. Regular meetings of the Governing Board shall be held at least monthly at a designated time and place determined by the Board.

Section 2. Special and Emergency Meetings. Special or Emergency meetings may be called at any time by the Board Chair, the Executive Director, or upon the written request of any two (2) Board members.

Section 3. Utah Open and Public Meetings Act Compliance. Notwithstanding any provision in these Bylaws to the contrary, **all meetings** of the Governing Board shall be noticed, held, and

recorded in strict accordance with the **Utah Open and Public Meetings Act (Utah Code § 52-4-101 et seq.)**. This includes providing public notice of the agenda at least 24 hours in advance, recording written and audio minutes, and strictly limiting closed executive sessions to the statutory exemptions permitted under Utah law. **Section 4. Quorum and Voting.** A simple majority of the currently seated voting Board members shall constitute a quorum for the transaction of business. Each trustee shall have one vote, and voting by proxy is prohibited.

ARTICLE IV: OFFICERS AND RESPONSIBILITIES

Section 1. Designation of Officers. The officers of the Corporation shall consist of a Chair, a Vice-Chair, a Secretary, and a Treasurer. Officers shall be elected annually by the Board from among its seated members.

- **Chair:** Shall preside over all meetings, execute authorized contracts, and serve as the primary institutional liaison to the school's Executive Director.
- **Vice-Chair:** Shall perform the duties of the Chair in their absence or disability.
- **Secretary:** Shall ensure that accurate records and minutes of all Board actions are maintained and posted in accordance with state public record transparency rules.
- **Treasurer:** Shall oversee the fiscal policy, annual budgets, and financial audits of the Corporation, ensuring no state funds are co-mingled or improperly distributed.

ARTICLE V: AMENDMENTS

These Bylaws may be amended, altered, or repealed by a two-thirds (2/3) majority vote of the Governing Board at any regular meeting, provided that the proposed amendment has been submitted in writing to all board members and included on the public agenda at least 24 hours prior to the meeting.

Appendix D

GOVERNING BOARD MEETING MINUTES

MINUTES OF THE BOARD OF DIRECTORS MEETING OF MOMENTUM ACADEMY, INC.

Date: June 29, 2026

Time: 8:00 PM MDT

Location: [Google Meets](#)

1. CALL TO ORDER & ROLL CALL

The meeting was called to order at 6:02 PM by Acting Chair Malinda Caldwell. It was noted that the meeting was publicly noticed 24 hours in advance on the Utah Public Notice Website, including the meeting agenda.

Present Governing Board Members:

- Malinda Caldwell (Co-Founder / Acting Chair)
- Evan Caldwell (Co-Founder / Trustee)
- Danian Larrabee (Trustee)
- Duane Domino (Trustee)
- Melissa Korona (Trustee)

Also Present:

- Michael Clark (Executive Director)

2. PUBLIC COMMENT

No members of the public were present or requested to speak.

3. BUSINESS ITEMS / ACTION ITEMS

A. Review and Approval of the Articles of Incorporation

Board Chair Evan Caldwell presented the draft Articles of Incorporation for Momentum Academy, Inc. The Board reviewed the specific clauses regarding the complete liability exemption of the State of Utah and the State Charter School Board, the authorization of the

board to incur corporate debt, and the necessary language for IRS 501(c)(3) tax-exempt compliance.

- **Motion:** Darian Larrabee moved to formally approve and adopt the Articles of Incorporation for Momentum Academy, Inc. as presented.
- **Second:** Melissa Korona seconded the motion.
- **Vote:** Unanimous approval (5–0). The motion carried.

B. Review and Approval of Governing Board Bylaws

The Board reviewed the proposed corporate Bylaws, focusing on the rules governing board size, staggered terms, officer duties, and the structural obligation to operate all public meetings in strict compliance with the Utah Open and Public Meetings Act.

- **Motion:** Darian Larrabee moved to approve and adopt the Governing Board Bylaws for Momentum Academy, Inc. as presented.
- **Second:** Melissa Korona seconded the motion.
- **Vote:** Unanimous approval (5–0). The motion carried.

4. ADJOURNMENT

There being no further business to come before the Board, a motion to adjourn was made by Evan Caldwell and seconded by Duane Domino. The meeting was adjourned at 8:20 PM.

Minutes Submitted By: Malinda Caldwell, Acting Secretary