



AZURE FIELDS CHARTER HIGH SCHOOL

DEVELOPING THE HUMAN CAPACITY FOR GOODNESS, BEAUTY, AND TRUTH.

Required Information

Charter School Information

1. Name of Proposed Charter School: Azure Fields Charter High School
2. Name of Applicant: Azure Fields Charter High School
3. Authorized Agent: Carol Ann Gregory
4. Mailing Address: 1460 E 330 S, Provo, UT 84606
5. Phone Number: 417-231-6930
6. Email Address: AzureFieldsCHS@gmail.com
7. New School Location and Location’s School District(s): Central Utah Valley; Alpine District

Governance Structure

Name	Position	Area of Expertise	Any Charter Affiliations
Carol Ann Gregory	Board President	Education: School Administration	Pioneer HS for Perf Arts, Mountain Sunrise Academy
Chalice Maddox	Board Vice-Pres	Education: Teaching & US Governmental Studies	Legacy Preparatory Academy, Mountain Sunrise Academy
Blaire Watanobe	Board Secretary	Parent	Mountain Sunrise Academy
Sara Archibald	Board Treasurer	Non-Profit	
Tiffany Manoukian	Board Public Relations Rep	Waldorf Education Instructor	Desert Sage High School - Tucson, AZ
Dena Ross	Board Voting Member	Perent	
Christian Swenson	Board Voting Member	Education: Teacher / Rudolf Steiner Waldorf Philosophy	Mountain Sunrise Academy
Micah Giles	Board Voting Member	Parent	Mountain Sunrise Academy
Krystelle Rose	Board Voting Member	Business Administration/ Education	Mountain Sunrise Academy (Founder)
Carrie Schippers	Board Voting Member	Parent	Mountain Sunrise Academy

Enrollment

8. Year School will start: 2026-27

9. Grades Served: 9-12

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

Yes

No: *Alpine District High Schools are typically 10-12, we would like to enroll 9-12*

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 26/27										125	125			250
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 27/28										125	125	125		375
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 28/29										125	125	125	125	500

Waivers

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

Yes

No

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

Yes

No

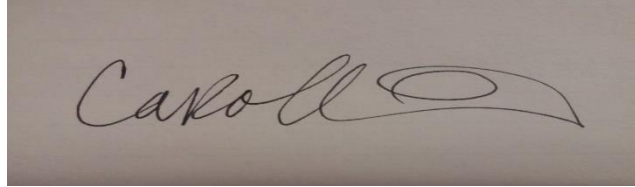
13. List any waiver requests here (i.e., Rule numbers and titles). **None**

Signatures

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

Name of Authorized Agent : Carol Ann Gregory

Signature of Authorized Agent:



Name of Charter School Board Chair: Same as Authorized Agent

Signature of Charter School Board Chair: Same as Authorized Agent

1. Key Elements

1a. State the proposed school's mission.

Azure Fields Charter High School is a Waldorf-inspired school dedicated to preparing students for success in both career and life by cultivating their academic, artistic, and practical skills. We strive to awaken students to their unique individualities and a moral relationship with the world by developing the whole human being and its capacity for goodness, beauty, and truth. With a focus on individual growth and community engagement, we work to nurture compassionate and resilient individuals. Graduates emerge ready to lead with integrity, turn their ideas into meaningful actions, and make positive contributions to the fast-changing world they inherit.

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

Azure Fields Charter High School (AFCHS) is dedicated to aligning its mission with the guidelines outlined in U.C.A. §53A-1a-503 and includes the following:

- 1.) AFCHS improves student learning through a multifaceted approach. This includes arts integration, providing opportunities for practical work experience and career-oriented training, and promoting interdisciplinary learning. Such a pedagogical framework allows for comprehensive exploration of subject matters from various angles, thereby enriching the learning experience.
- 2.) AFCHS encourages the use of different and innovative teaching methods. Such as a developmental model that emphasizes holistic growth, addressing cognitive, socio-emotional, and physical dimensions of learning. This approach, often articulated as the "head, heart, and hands" paradigm, fosters deep comprehension and long-term retention of knowledge.
- 3.) AFCHS increases choice of learning opportunities for students including those who may not thrive in conventional educational settings. Diversification of learning pathways is a central tenet of our educational philosophy. By integrating a spectrum of learning modalities, encompassing hands-on experiences, career-focused training, and artistic expression alongside traditional academic instruction, we aim to broaden the scope of educational opportunities

available to our students. This model also differs from other options currently available to students in Utah County.

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

Azure Fields Charter High School (AFCHS) is committed to furthering the mission of the State Charter School Board of advancing innovation and expanding educational choices within Utah's public education landscape. As the first Waldorf High School in Utah and the sole Career and Technical High School in Utah County, AFCHS represents a pioneering force in educational practices.

AFCHS is aligned with the Utah State Board of Education's (USBE) vision, which prioritizes access to an excellent education tailored to meet the unique learning needs of each student. Through the immersive Waldorf approach, students engage in a comprehensive educational experience that integrates diverse learning modalities, fostering enhanced academic achievement and holistic development. By immersing students in an arts-integrated curriculum and facilitating hands-on experiential learning alongside traditional academics, AFCHS cultivates creative and critical thinking skills, nurtures meaningful capacities, and instills a sense of civic responsibility, empowering students to effect positive change in their communities and beyond.

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.

- 1.) **Waldorf Model:** Emphasizing holistic education and creative learning methods inspired by the philosophy of Rudolf Steiner.
- 2.) **Holistic Approach to Learning:** Focused on developing the whole child through integrating intellectual, emotional, and physical aspects of learning, often summarized as "Head, Heart, and Hands" or "Thinking, Feeling, Willing."
- 3.) **Experience-Based and Cross-Curricular Projects:** Learning is facilitated through hands-on experiences and projects that integrate multiple subjects, fostering interdisciplinary connections and real-world application of knowledge.
- 4.) **Career and Technical/Trade Certificates:** Providing opportunities for students to gain practical skills and certifications in various career paths and trades.
- 5.) **Agriculture:** Incorporating agricultural education and activities into the curriculum, promoting environmental awareness, sustainability, and hands-on learning experiences related to farming and gardening.
- 6.) **Work-Study Program:** Offering students opportunities to gain practical work experience through internships, apprenticeships, or part-time employment, complementing academic learning with real-world skills and exposure to professional environments.
- 7.) **Technology as a Tool, not a Way of Life:** Taking a balanced approach to technology use, recognizing its value as a tool for learning and productivity while emphasizing the importance of maintaining a healthy balance and critical thinking about its role in daily life.

1e. Describe the academic goals of this school.

Azure Fields Charter High School's Goals are as follows:

- 1.) Every student will graduate with a high school diploma, ensuring they possess the essential knowledge and skills needed for post-secondary success.
- 2.) Every student will participate in a work-study program to gain practical experience and develop workplace skills.
- 3.) Every student will have the opportunity to graduate with a trade certification, equipping them with valuable skills for immediate employment or advanced training.
- 4.) Every student will have the opportunity to earn concurrent college credit, promoting higher education accessibility and reducing future college costs

2. Program of Instruction

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

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

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

Our academic day will run from 9 am to 4:30 pm, organized into a blended block schedule. Because of the later start time, students may engage in elective on-campus activities such as work-study or tutoring, or take personal time before school starts at 9 am. Faculty can use this hour for PLC work, Work-Study supervision, tutoring, or planning.

Students will earn 0.5 credits per quarter for block courses which will use a Freshman/Junior and Sophomore/Senior rotations as introductory and advanced courses respectively. Traditional/Non-Block courses yield 0.5 credits per semester. All students will take a required introductory technology class and a business management class each worth 0.5 credit. They will choose a trade emphasis such as General Business, Construction, Fine Arts, etc. where they will earn an additional credit for graduation.

The Work-Study program is mandatory for all students; students will earn 0.5 credits each year, totaling 2 credits to graduate. Fresh/Soph will work min 1 hrs/wk on campus; Jr/Sr work 2 hrs/wk on campus, with Jr/Sr having an optional off-campus internship option instead of on-campus. Workstations include Custodial, Food Service, tutoring labs, etc. Students use earned work-hour credits for on-campus purchases such as student produced products, school supplies from the school store, and event tickets. Each student has a faculty work-supervisor who oversees training, hours, discipline, and offers employment workshops. Workstation supervisors set schedules. Faculty with additional duties receive stipends.

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

WHOLE CHILD EDUCATION

Rudolf Steiner, the founder of Waldorf Education stated, "At the heart of the Waldorf method is the conviction that education is an art - it must speak to the child's experience. To educate the whole child, the heart and will must be reached, as well as the mind." Waldorf Education offers an academically rigorous, arts-integrated, and interdisciplinary education designed to promote the growth and development of the whole child. Azure Fields receives inspiration for its curriculum and methodology from Steiner's pedagogical indications, uses a holistic approach, and applies a child developmental model of teaching, "head, heart, and hands." This model can be characterized as learning in a threefold manner: intellectually, emotionally, and actively.

DEVELOPMENTAL MODEL

Steiner-Waldorf Education uses a developmental model that follows 3 distinct stages 1-7, 7-14, and 14-21. Through the use of Waldorf methodology, the high school will nourish the older children's cognitive development and their natural love of learning by incorporating the unique developmental stages each child experiences into the curriculum and instruction. The Waldorf developmental model engages the child in a healthy developmental and psychological way, which leads to children thriving intellectually, emotionally, and socially. (Woods, P. Ashley, M., Woods, G., 2005)

WALDORF PHILOSOPHY

The philosophy of Waldorf is founded upon the conviction that children are innately curious about themselves and the world; they inherently want to learn, discover, and create. The role of the school is to nourish and guide this natural exuberance, energy, and delight in the quest for meaning and knowledge. Creative approaches in which the arts are integrated into academic learning serve to wholly engage the child and provide an experiential, multisensory context for understanding intellectual concepts. Waldorf schools have a multicultural focus, and the study of world cultures in the Waldorf curriculum enriches the student's expanding world-view. This gives the children an appreciation for diversity, flexibility of thinking, and an intrinsic empathic understanding of social and cultural issues. Waldorf Education incorporates experiential hands-on learning opportunities, such as gardening, and teaches sustainable living practices. The school's overall educational approach is designed to instill in its students not only high standards for academic achievement and civic responsibility but also a sustaining degree of intellectual curiosity, creative thinking, problem-solving, and creative self-expression, as well as valuable interpersonal and intrapersonal life skills.

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.

AFCHS will utilize Waldorf principles to guide instructional practices, along with CTE skills and other supplemental material. Teacher inner work and professional development are crucial. Waldorf pedagogy has an emphasis on teaching the student's "head, heart, and

hands.” Students will be expected to learn in class from relevant texts, their teacher, and through practical experiences.

Teachers will develop their own curriculum in Professional Learning Communities based on state standards, the lens of career training, and Waldorf pedagogy. Access to materials will be provided. The high school course catalog will include all courses to meet Utah graduation requirements and electives as applicable to our CTE program.

Instruction and assessment at AFCHS will heavily utilize 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.

A 2012 nationwide study of employers conducted in part by The Chronicle of Higher Education states, “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). AFCHS will include Workplace Learning (internship) opportunities in every career technical program that it offers. 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:

1. 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.
2. The workplace learning experience is for the benefit of the student and will enable the student to accomplish meaningful learning objectives.
3. The student will not displace regular employees but works under close supervision of existing staff.
4. The student is not necessarily entitled to a job at the conclusion of the workplace learning.
5. 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 from the activities of the student; and on occasion its operations may actually be impeded.
6. 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 thirty (30) minutes 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 AFCHS 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 AFCHS. 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.
- 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.

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

As a State funded public school AFCHS will teach Utah Core Standards through Waldorf methods. Curriculum will be inclusive, specifically designed and mindful of core standards so that students acquire and achieve 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.

Azure Fields will provide comprehensive interventions for students who are identified as having a disability as defined in the Individual with Disabilities Education Act (IDEA). Our program will include a Special Education Director and full Special Education program to support students in meeting their academic and career goals. Our work study program will

incorporate an extensive tutoring lab in all academic and technical areas which will provide opportunities for gifted students to tutor struggling students. Our goal will be to help all students achieve at their highest potential and qualify for high school graduation. Azure Fields will use inclusive practices to meet the needs of all students and does not discriminate on the basis of race, color, economically disadvantaged, etc.

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

Our students will graduate with a minimum of 28 credits. Diplomas will meet all minimum graduation requirements. Two additional credits will come from the Work-Study Program. Two additional credits will come from CTE coursework.

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

Career and Technical Education is central in our model to prepare students for life after graduation. We also plan to partner with UVU in offering concurrent enrollment college courses.

3. Market Analysis

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

The school's intended location is the Utah Valley area. Specifically, it aims to be close to existing Waldorf Schools, as their families are the primary focus. The Utah Valley region needs more high school options with an emphasis on practical life/Career and Technical Education (CTE). The desired location should be centrally situated for convenient public transportation access. The governing board is interested in acquiring a former school site that has been closed by the Alpine School District for renovation. Alternatively, we seek a location near a business district, a choice that could foster local partnerships and internships, benefiting both the school and the community.

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

There are relatively few charter high school options for students in Utah Valley, and the current options all seem to be heavily focused on college prep; therefore, our program will be a unique offering and an alternative option for families, especially those who wish to continue with the Waldorf Model of education.

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

In 2021 Utah County, UT had a population of 648K people with a median age of 25.1 and a median income of \$82,893. Between 2020 and 2021 the population of Utah County, UT grew from 621,506 to 648,265, a 4.31% increase and its median household income grew from

\$77,057 to \$82,893 a 7.57% increase. There are at least 600 Waldorf students in Utah County that have no current High School option in the county.

The 5 largest ethnic groups in Utah County, UT are White (Non-Hispanic) (81.3%), White (Hispanic) (6.9%), Multi-Race (Non-Hispanic) (3.38%), Other (Hispanic) (2.66%) Multi-Race (Hispanic) (2.27%).

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

Azure Fields Charter High School is dedicated to preparing students for success in both career and life by cultivating their academic, artistic, and practical skills. By focusing on the needs of the agriculture community and trades as well as the college preparatory students we will foster community engagement, while we work to nurture compassionate and resilient individuals using Waldorf methods and supporting our more than 600 Waldorf students in the county.

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

Azure Fields Charter High School is dedicated to equipping students from diverse backgrounds with the skills and knowledge necessary for success, serving as the sole provider of Career and Technical Education (CTE) and Waldorf High School education in Utah County. AFHS will foster unity within the community and enhance educational opportunities, particularly for underserved student demographics, thereby ensuring better academic outcomes for all.

Appendix A: Background Information Sheets

Name: Carol Ann Gregory

Role: Charter Board President

Statement of Intent: I am the organizer of this movement and anticipate being hired as the Executive Director to open the school. I recognized the need for a Waldorf High School in Utah a few years ago, so I started researching the process and collecting people from the Waldorf Community to support our cause. I invited parents and Waldorf educators to help in researching and designing our program. The initial group helped me spread the word in the growing Waldorf Community in Utah to gain enough support to incorporate a nonprofit and complete our proposal. I recognize that this project will be most successful if it is carried by the community of families and educators who are dedicated to expanding Waldorf education options in Utah.

Not-for-Profit History:

I have volunteered in a variety of religious and community programs for many years. Many of these opportunities were connected to my work as an educator in both public and charter schools in multiple states.

Employment History:

With over a decade of diverse teaching and leadership experience, I have contributed significantly to educational institutions. As an Upper Grades Teacher and Leadership Team Member at Mountain Sunrise Academy since June 2021, I have taught 6th and 7th grades, managed discipline, coached students, collaborated on leadership initiatives, and led professional development workshops. Concurrently, as an Administrative Consultant, I have supported the Administration with administrative tasks, defined job responsibilities, assisted with teacher observations, grant writing, and compliance reporting.

In early 2021, I served as a Volunteer Teacher Mentor at BYU's McKay School of Education, mentoring a new Drama Teacher and applying instructional leadership principles. From 2017 to 2020, I taught Drama and English at Payson Jr High, directed the school musical, and implemented behavior interventions. I also served as a Nebo District Coach for the 2019 National Education Association's Early Leadership Initiative, leading early career educators in leadership development.

Previously, I taught English at Pioneer High School for Performing Arts where I developed curriculum, and mentored staff. As Registrar and Systems Manager, I handled student records and led professional development. I also worked as Lead Tutor, developing study skills programs and setting school policies. Early in my career, I taught Communication Arts at Hollister High School in Hollister, MO, where I led the Debate Team, directed School Plays, and contributed to school improvement initiatives.

Education History:

I hold a Bachelor of Science in Speech and Theater Secondary Education from the College of the Ozarks, completed in December 2007. Between 2015 and 2017, I took courses at Utah Valley University to work towards a Utah Language Arts Endorsement. Most recently, in April 2023, I earned a Master of Education in Educational Leadership and Policy Studies from Brigham Young University.

I have actively participated in extensive professional development to enhance my teaching and leadership skills throughout my career. Recently, I completed Lazure Painting and Waldorf Color Theory Training with Charles Andrade in March 2023 and attended the Alliance of Public Waldorf Education Annual Conference in February 2023. In 2022, I have participated in AWSNA Sunbridge Grades Training, Alliance for Public Waldorf Education Grades Training, and combined summer training with Wasatch Charter School and Mountain Sunrise Academy. Additionally, I have engaged in various Waldorf-specific workshops and conferences since 2021.

My professional development also includes the BYU CITES Instructional Leadership Conference and the UTA Conference in 2019, UCTE Fall Conference and NEA Coaches Convening in 2018, and HOPE Squad Sponsor Trainings in 2017. Earlier, I attended the UASCD Fall Conference with Douglas Fisher in 2016 and Kelly Gallagher in 2015, and participated in USOE/USBE English Materials Review in 2015 and 2016. From 2013 to 2014, I regularly attended USOE Data/UTREx meetings and conferences.

Furthermore, I have completed significant training in Brain Based Learning with Eric Jensen in 2009 and 2011, attended the High Schools That Work Conference in 2010, and the Write to Learn Conference in 2010. Notably, I accumulated over 300 hours of Missouri Reading Initiative Training from 2008 to 2012 through monthly workshops and instructional coaching sessions.

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A handwritten signature in cursive script, appearing to read "Carol", followed by a large, stylized flourish or loop.

Applicant's Signature

Name: Chalice Maddox
Role: Board Vice President

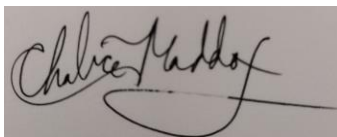
Statement of Intent: As a Waldorf Teacher I am committed to creating a Waldorf-inspired high school in Utah County. I firmly believe that we need a Waldorf and CTE high school to serve the needs of Utah County. Having served as a team lead and on leadership committees I expect to help lead the board in researching and plan to teach at the high school once it has opened.

Not-for-Profit History: As a County Delegate and Precinct Secretary for the last two years, I attended the local precinct caucus meeting, kept minutes, researched candidates, and attended the county convention. As a board member of the Joseph F. Smith Family Association starting this year, I have organized children's activities and attended board meetings. For the last decade I have been involved with the Freedom Festival Colonial Fest in Orem as a Colonial reenactor where I had to research and interact with the general public on the subject of taverns, indentured servitude, and spying. I also was asked to be a speech contest judge for the Freedom Festival Speech contest for the last two years. Lastly, I served as a full-time missionary for the Church of Jesus Christ of Latter-day Saints from Feb. 2012-Aug. 2013. I served as a Sister Training Leader, resolved conflicts and concerns, increased performance through goal setting, and trained 5 new missionaries.

Employment History: For the last 7 years, I have worked at two charter schools as a teacher (Mountain Sunrise Academy 2021-present and Legacy Preparatory Academy 2017-2021), team lead, mentor, and committee chair. I worked with the administration to create a school schedule, plan school-wide activities, and provide problem-solving for new teachers. At Mountain Sunrise Academy I created my own curriculum for teaching grades 6-8 and helped other teachers develop their own curriculum.

Education History: I am a 2008-2017 graduate of Utah Valley University in Elementary Education. I am currently enrolled in a Master of Arts in Constitutional Government, Civics, and Law for teachers at Utah Valley University. Classes start June 2024. I expect to graduate in Dec. 2025.

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Applicant's Signature

Name: Blaire Watanabe

Role: Board Secretary

Statement of Intent: I am committed to the principles and values of Waldorf education, which is why I chose Mountain Sunrise Academy for my four children when it opened its doors in 2020. Over the past few years, I've actively fostered education and literacy within the Waldorf community. As the founder of the MSA library, I've dedicated countless hours as a volunteer librarian, nurturing a love for reading and learning among our students.

To further my professional growth, I embarked on a journey to attain a Master of Library Science degree. This decision has equipped me with invaluable skills and knowledge. Now, with confidence instilled through my educational endeavors, I am honored to serve as the secretary on the Azure Fields board. In this role, I am dedicated to supporting and contributing to Azure Fields Charter High School's growth, ensuring its mission aligns with the principles that I hold dear.

Not-for-Profit History: While I may not possess direct experience in managing a charter school or hold credentials in educational administration, my journey over the past four years has been dedicated to organizing and spearheading school library programs and events. Through this experience, I've developed a deep understanding of the intricate workings of educational environments and the needs of students and educators alike.

Furthermore, my education in library science has equipped me with a solid foundation in policy development and implementation. I recognize the critical importance of well-crafted policies in establishing a framework for effective operations and ensuring educational institutions' holistic growth and development.

Though my background may differ from traditional paths in educational administration, I am committed to leveraging my expertise and passion to contribute meaningfully to the success and advancement of Azure Fields Charter High School.

Employment History: After taking a break from formal employment in 2010 to focus on raising my children, I dedicated myself to fostering a love for reading within my family. This journey ignited my passion for education and literature, cultivating my children's intellectual curiosity.

Subsequently, my involvement with Mountain Sunrise Academy (MSA) as a volunteer provided me with invaluable experiential learning in the library. While officially unpaid, I view my time at MSA as akin to an intensive internship, where I swiftly adapted to the nuances of library management and operations.

By completing my master's degree in Library Science, I have solidified my commitment to a career in this field. This academic achievement has provided me with the necessary skills and

knowledge to contribute effectively to libraries and educational institutions in the next phase of my professional journey.

As I pursue part-time employment as a librarian, my commitment to this board's mission and vision remains unwavering. I am dedicated to maintaining my involvement and support even as I transition into a formal librarian role.

Education History: I earned my Bachelor of Science degree from Utah State University in 2010, majoring in Family Consumer Human Development with a focus on community services. Following the establishment of my family and home, I felt prepared to pursue further education to align with my evolving passions.

In June 2022, I enrolled at Emporia State University to pursue a Master's degree in Library Science, which I successfully completed in May 2024. During my tenure at Emporia, I actively engaged in professional development opportunities, including workshops centered around Diversity, Equity, and Inclusion (DEI). As a result, I obtained certification in several DEI courses, further enhancing my understanding and commitment to fostering inclusive environments within library settings.

My educational journey has equipped me with a comprehensive skill set and a deep appreciation for the transformative power of education. I am eager to leverage my academic background and practical experience to make meaningful contributions to the field of library science and beyond.

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Blaire Watanabe
Applicant's Signature

Name: Sara Archibald

Role: Treasurer

Statement of Intent: As an advocate for Waldorf education, I am deeply committed to the success of Azure Fields. My dedication stems from firsthand experiences witnessing the transformative impact of Waldorf principles on my own child. Observing her remarkable growth and development after transitioning to a Waldorf model has profoundly shaped my commitment. I have pursued further education and training in Waldorf methodologies, and am now integrating these practices into my teaching within the community. Additionally, I lead a community initiative focused on Waldorf festivals and community building, tailored specifically for the Waldorf community in Utah County.

Not-for-Profit Experience: In my tenure from 2014 to 2018, I held various positions within a 501(c)(3) MOMS Club, culminating in the role of chapter board president.

Responsibilities included:

- Management of chapter finances and budget allocation
- Submission of 501(c)(3) tax documentation, and safeguarding our tax-exempt status
- Overseeing membership administration, including dues collection and donation management
- Facilitation of board meetings
- Effectively managed conflict resolution.

Throughout, my efforts were dedicated to advancing our mission of community service and empowering mothers within our community.

Educational Background: I obtained a Bachelor of Science degree in Computer Information Technology from Brigham Young University - Idaho in 2010. Subsequently, I pursued a deeper understanding of Waldorf pedagogy through local and online training initiatives. Complementing this, I have engaged in comprehensive teacher training programs and have accumulated more than a decade of instructional experience within non-traditional educational settings.

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Sara Archibald

Applicant's Signature

Name: Tiffany M. Manoukian

Role: Public Relations Representative

Statement of Intent: I am passionate about Waldorf Education and bringing it to my community. I am a student of Rudolf Steiner and have a deep devotion to his education pedagogy and his whole child approach. I have seen the benefits not only in my own children but in myself and changed my professional career to become a Waldorf Teacher. I see a need for a Waldorf High school and I would love to be a part of bringing it to Utah Valley. I am a Waldorf parent, Waldorf homeschooler, and trained Waldorf teacher and have worked in numerous settings with Waldorf Education including two public charters, a private school, another charter board that created a Waldorf High school, a hybrid homeschool cottage school, a virtual school for homeschool families, and in my own home as a homeschooling mom and parent. I also teach other teachers in various trainings and work closely with parents. I love working with adults and with students. I have worked in public relations with my virtual school and cottage school and I was on a committee called M.O.R.E at the Tucson Waldorf School which was their marketing, outreach, retention, and education committee.

Not-for-Profit History: I have very recently been a part of school governance and working on creating a board for our cottage school. I have also been on the board for a Waldorf charter high school initiative in Tucson, AZ. I have worked at two separate Waldorf charter schools as a teacher and been a part of various groups and committees at these schools and understand school operations and governance. I have also worked with various other non-profits throughout the years.

Employment History: Being a Waldorf Teacher is a 2nd career for me, my first ten years as a professional was as a financial planner. For the last eight years I have been a Waldorf teacher, first as a Kindergarten assistant, then lead kindergarten teacher, then a lead parent & child teacher, and lastly as a grades teacher for the last four years. I currently work for Honeycomb Cottage school as the 2/3 Grades Teacher, as an online teacher for 2nd, 3rd grade, and Early Childhood, and I am a Lead Teacher for LifeWays North America which certifies Early Childhood professionals for the Utah site.

Education History: I have my degree in Business Finance and I also have a certification in Personal Financial Planning from Metropolitan State College of Denver. I have my LifeWays Early Childhood Certification as well as Waldorf Grades training in Grades 1 and 2, and soon to be Grade 3 this summer. I have various other early childhood and birth to 3 trainings as well as The Art of Teaching trainings for grades teachers.

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.

Tiffany Michelle Manoukian

Applicant's Signature

Name: Carrie Schippers

Role: Voting Board Member

Statement of Intent: As a devoted parent of three children currently enrolled in a Waldorf school and a committed member of the voting board for our prospective High School, I pledge my unwavering dedication to the core values of Waldorf education. I firmly believe in nurturing holistic development, fostering a community of respect and diversity, and integrating experiential learning with the arts and academics. I have seen firsthand the exceptional differences between Waldorf learning and typical public education. I truly feel that my children will be better prepared to be valuable, contributing members of society due to their involvement with Waldorf education.

Not-for-Profit History: I have over 10 years of experience working with local youth groups, specifically young women ages 12-18. During this time, I honed invaluable skills and gained rich experience that directly translates to my capacity to contribute to a not-for-profit organization. I facilitated various programs aimed at personal growth, leadership development and community service. Through organizing events, workshops and service projects, I demonstrated effective communication, organization and teamwork skills. Moreover, I nurtured strong mentorship relationships, providing guidance and encouragement to empower young women to reach their full potential.

Employment History: Up until 2020, I worked as a Dental Hygienist in various Dental Offices throughout Utah County. I have since paused my career to remain at home with my children so I could devote my time to their needs as well as volunteering at their school.

My tenure as a dental hygienist has endowed me with a robust skill set and a deep understanding of community needs, both of which directly equip me for effective service on a school board. In my role, I've developed strong interpersonal communication skills, fostering trust and rapport with patients of diverse backgrounds, ages, and needs. This ability to connect and collaborate translates seamlessly to engaging with parents, educators, and stakeholders within the school community. Additionally, my experience in promoting oral health education underscores my commitment to holistic well-being and preventative care, essential components of nurturing thriving school environments. Through my work, I've honed problem-solving abilities and a meticulous attention to detail, crucial for navigating complex educational issues and making informed decisions. Furthermore, my dedication to promoting accessibility and equity in healthcare aligns with the mission of ensuring every student receives a quality education. My background uniquely positions me to advocate for the holistic health and academic success of students, making me a valuable asset to any school board endeavoring to serve its community with excellence and compassion.

Education History: I graduated with my Associate in Applied Science Degree in Dental Hygiene from Dixie State University in 2010.

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A handwritten signature in black ink that reads "Carrie Snippers". The signature is written in a cursive style with a large initial 'C' and a long, sweeping underline.

Applicant's Signature

Name: Dena Ross

Role: Voting Board Member

Statement of Intent: As a Parent and Teacher in Waldorf education, and a committed voting member for Azure Fields High School, I am dedicated to spreading joy, and love of Waldorf education. I have seen the growth, creativity, and love for learning that Waldorf brings to a child. My previous experience with my older children in public school, I had the benefit of being Vice President (twice), and President of the PTA. Running meetings, and coordinating fundraisers, and added activities, will lend to my commitment to the board of Azure.

Not-for-Profit History: I have had many years of experience working with children in non-traditional settings. I teach and facilitate a Nature School presently where I am running, organizing, and executing a scheduled plan to carry on for a school year. When in the PTA I regularly had to work with individuals by bringing them together to solve and coordinate tasks as needed. We also set up recycling old phones for funds for the school, and other programs like Box Tops for Education.

Employment History: The past 2 years I have taught in a Cottage School setting. Previous to that I had taught school in my home for 5 years. I taught yoga for 14 years at my local Community Center to a variety of ages, and levels. The experience I've had in teaching has deepened my understanding of people, and how Waldorf in the School setting is so beneficial to the whole person, not just the academic aspect. I have taken several teachers training courses that have also furthered my knowledge on Waldorf Education. Managing the day to day operations of a class room, and balancing the delicate needs of each student has given me foresight on what to expect in the Azure Charter.

Education History: I graduated from Bonanza High School in Las Vegas NV in 1989. I took 3 years of College courses in Horticulture, sociology, and Art. I graduated in yoga training from Davenport School of Yoga in 2005. I have taken a Waldorf teachers training course in 2021 and again in 2024.

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Dena Ross

Applicant's Signature

Name: Micah Giles

Role: Voting Board Member

Statement of Intent:

As a mother of four children, I have observed as each of my children have experienced schooling in both the public and private schooling system. Having enrolled my youngest two children in the holistic Waldorf learning program, I have noticed a positive and significant change in both of their personal development. I am deeply impressed with their emotional and mental growth as well as their increased skill levels in the common core education. Because of this, I am extremely committed to contributing my time, efforts, and talents that I have to help build this Waldorf based Charter High School. I am eager to spread the word about the benefits of Waldorf education throughout our community.

Not-for-Profit History:

I have in the past and still am working with youth of all ages in helping them obtain developmental skills such as patience, planning, and mindfulness, in an organized setting.

Currently, I work closely with many non-profit organizations helping to plan and carry-out special events and workshops. I donate both time, and decorations to help small and larger businesses, including religious groups to obtain their personal needs.

For the past three years I have been working with mentors in the Electoral System and am currently serving Utah County as a County Delegate.

As a Certified Sound Healer, I provide Sound and Meditation Sessions to those who enjoy this holistic therapy. Currently, I am providing this as a non-profit service.

Employment History:

Founded Own and Operating Arbor Meadows Event and Wedding Decor-Current
Further Employment Experience:

- Marketing
- Medical Office Management/Medical Records/Billing
- Banking

Education History:

Certified Sound Healer

Roy High School Graduate 1996

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AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

A handwritten signature in black ink, appearing to read "Linda Orls". The signature is fluid and cursive, with the first letter of each word being capitalized and larger than the others.

Applicant's Signature

Name: Christian Swenson

Role: Board Member

Statement of Intent: As an experienced educator and a proponent of holistic, interdisciplinary learning, I am deeply committed to the principles and values of Waldorf education. Through my involvement with Mountain Sunrise Academy and my own educational journey, I have witnessed firsthand the transformative power of an educational approach that nurtures the whole child. As a board member of Azure Fields Charter High School, I am dedicated to extending the benefits of Waldorf education to high school students, providing them with a learning environment that fosters curiosity, creativity, and personal growth. I am excited to contribute my expertise, passion, and unique perspective to the development and success of this innovative educational initiative.

Not-for-Profit History: Throughout my career, I have been actively involved in various community and educational programs. As a teacher at Mountain Sunrise Academy, I contributed to the growth and development of a thriving Waldorf school community.

Employment History: I have extensive experience as an educator, having taught at both the elementary and university levels. Currently, I serve as an adjunct instructor at both Utah Valley University and Brigham Young University, teaching courses in philosophy, comparative literature, and interdisciplinary humanities.

Education History: I hold a Bachelor of Science degree in Philosophy from Westminster College, where I graduated as the Outstanding Philosophy Graduate in 2015. I went on to earn a Master of Arts degree in Comparative Studies from Brigham Young University in 2019, where my thesis explored the cultural zeitgeist of pre-World War I Europe, which included a deep analysis of the work of Rudolf Steiner, the founder of Waldorf education. Throughout my educational journey, I have been deeply influenced by the works of Steiner and have actively participated in various Waldorf-related trainings and workshops to deepen my understanding of this holistic approach to education.

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Christian Swenson

Name: Krystelle Rose
Role: Council Member

Statement of Intent:

Krystelle is committed to serving Azure Fields to bring a Waldorf Charter High School to the children and community in Utah County. She initiated and founded the first Waldorf Charter in Utah, Co-initiated and founded a Waldorf-Inspired Charter in Utah County, and initiated and founded the first “Waldorf” charter in Utah County that is aligned with the standards of “The Alliance for Public Waldorf Education.” She served as Executive Director during the start-up year and for 3 additional years. She has been involved in Waldorf Education for around 20 years and has visited over 15 other Waldorf Schools across the U.S. both public and private, including several Waldorf High schools in Arizona and California. She has seen the elements of Waldorf Education integrated into the schools as well as experienced each school’s unique culture. She is especially drawn to the multicultural aspect of Waldorf Education as she has a love of other cultures. She has traveled to 23 foreign countries and visited all 50 states.

Waldorf Education, founded by Dr. Rudolf Steiner, is a passion of hers as it speaks to her values of providing an education that is developmentally driven, holistic, and derived from wise and purposeful principles. She has seen Waldorf Education in action and experienced how children can’t wait to attend school every day as they have kept their genuine love of learning. She has seen teachers that gave up teaching in mainstream schools due to “teacher burnout” become enlivened and interested in the curriculum and children as well as acquire interest in self-development when becoming Waldorf teachers. She has observed community and social renewal in places where there are Waldorf Schools. As an educator and parent, this form of education is what she desires to make available to all children in all countries, and specifically to the area where she has lived for most of her life. This educational modality inspired her to return to school after 20 years to acquire a Master’s degree in Waldorf Education.

Krystelle is dedicated to furthering the educational work that Rudolf Steiner brought forward to the world. This form of education is high in quality, is developmentally appropriate, and was gifted by Dr. Steiner out of love and concern for humanity. Studies by Stanford University have demonstrated the important successes and results from those involved in Waldorf Education. Krystelle desires to be involved in advancing this high quality of education in Utah County. She brings her personal and professional experience in education, her background in business, and most importantly her love of meaningful, whole child education for children.

Not-for-Profit History:

20 years Waldorf Education experience, Utah Waldorf Founder - Events/Social Media Administrator for 800+, Initiated Wasatch Charter School and served as one of three directors for 1 ½ years, co-founder of Treeside Academy, founder of Mountain Sunrise Academy, Waldorf School start-up experience, 5 years Waldorf teaching experience, 6 years Utah Waldorf Conference Director, international published writer on Waldorf

Education, presenter about Waldorf Education to graduate classes at BYU, 2016 Family Education Expo at Weber State University, 2015 Winter Homeschool Conference, and 6 annual Utah Waldorf Conferences, with participants from 7 states.

Krystelle worked for United States Energy Association, (USEA) a non-profit organization in Washington D.C that has functions domestically and internationally. USEA is an association of public and private energy-related organizations, corporations, and government agencies and is the U.S. Member Committee of the World Energy Council (WEC). During her employment, Krystelle helped plan and assist at a World Energy Conference held in Houston, TX with many thousands of worldwide participants. She personally escorted, Yuri Scherbek, the ambassador of Ukraine, to the conference and aided other participants to conference events including a public speech by President George Bush. Other job duties included setting up job training exchanges primarily with Eastern block countries.

Krystelle was trained and certified as an EMT for Fairfax County in VA and served as a volunteer. She also participated on a 20 person team of a Leadership Academy for Provo/Orem Chamber of Commerce and as a Council member for Provo/Orem Chamber of Commerce Women's Division. She participated in Orem's Citizen's Academy.

She was a handwork teacher for Abella Cottage School as well as George Mueller Academy, both home-school educational initiatives. She was a core singer in the Millennial Choir, a non-profit music group, for 4 years which performs bi-annually at Abravanel Hall and composes her own music. Krystelle served a service mission for 1 ½ years in Poland.

Employment History:

Krystelle served as the founder since 2016 for Mountain Sunrise Academy, a Waldorf Charter K-8 school and as the Executive Director from 2019-2023 in Saratoga Springs. Krystelle began her own business start-up with 2 other individuals in Hawaii for a web development company 20 years ago called Dytek. She was a successful business owner with another venture for 8 years. Experience in operations and a background in financial management were acquired when she worked at the corporate offices of Bank of America in San Francisco, CA. As an employee in the Operations department, she compiled reports and conducted data analysis on all Bank of America banks in Northern California. Bank managers reported bank and vault classified information directly to her of big data financial information after which she compiled reports and conducted data analysis. She also designed an internal website for her team. During her time there she took part in a company wide optional service opportunity in which she volunteered and taught at an elementary school in San Francisco. During her time there she also completed the Toastmasters International Competent Communicator Program.

Krystelle worked at Novell in two different administrative positions. The first was as an administrative assistant for the Information Technology department. The second was an

administrative assistant position for Human Resources. She earned her A+ certification.

Krystelle also worked in administration at Miller Wade Company, a benefits company. While there she obtained her licenses in Health, Life, and Disability as well as Property & Casualty.

Other employment experiences include working at Washburn Motors in the Sales Department, Guest Relations in the Corporate Office for Holiday Inn Worldwide, Lakecrest Care Center, a group home for adults with disabilities and special needs, water aerobics instructor for Orem City, and as a youth counselor for Heritage Halls at BYU.

Education History:

Masters Business Administration, MBA, Concentration: Information Technology
Western Governors University; 2017

Master's in Education - M.A., Concentration: Waldorf Education
Rudolf Steiner College; 2016

Waldorf Teaching Certificate, Rudolf Steiner College; 2016

Bachelor of Science, B.S.; Concentration: Sociology
Brigham Young University; 1996

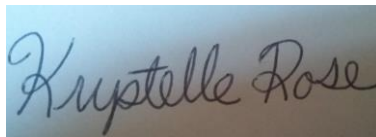
BYU-Hawaii-1994

BYU Israel-Jerusalem Center-1992

Study Abroad Egypt-1992

Study Abroad Jordan-1992

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A rectangular box containing a handwritten signature in cursive script that reads "Krystelle Rose".

Applicant's Signature

APPENDIX B ARTICLES OF INCORPORATION

ARTICLES OF INCORPORATION
OF
AZURE FIELDS CHARTER HIGH SCHOOL

We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the Utah Non-Profit Corporation and Cooperative Association Act, adopt the following Articles of Incorporation for such Corporation:

Article I

NAME

The name of the corporation is Azure Fields Charter High School (hereinafter “the Corporation”).

Article II

DURATION

The period of duration of this corporation is perpetual.

Article III

PURPOSE

7. To act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah, and to act and operate a public charter school in the manner as determined by the Board of Directors and included here; to provide programs, instruction and materials to encourage, support and facilitate student learning and development; to admit students of any race, color, national or ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school.
8. 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.
9. 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 and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.
10. To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."
 - a. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein;
 - b. no substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in , or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office except as authorized under the Internal Revenue Code of 1954, as amended;

- c. the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under 501(c)(3) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue law).

Article IV

MEMBERS/STOCK

The corporation shall not have any class of members or stock.

Article V

BY-LAWS

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the By-Laws.

Article VI

DIRECTORS

The number of directors of this Corporation shall be eight (8), but not more than ten (10) as fixed from time to time by the By-Laws of the Corporation. The number of directors constituting the present Board of Directors of the Corporation is ten, and the names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify are:

BOARD PRESIDENT

Carol Ann Gregory

1460 E 330 S

Provo, Utah 84606

BOARD VICE PRESIDENT

Chalice Maddox

398 E 200 S

American Fork, UT 84003

SECRETARY

Blaire Watanabe

368 East Echo Ledge

Saratoga Springs, UT 84045

TREASURER

Sara Archibald

13326 Rochdale Ln

Herriman, Utah 84096

PUBLIC RELATIONS REPRESENTATIVE

Tiffany Manoukian

910 W Red Oaks Drive

Murray, Utah 84222

VOTING MEMBER (1)

Dena Ross

257 S 1860 W

Provo, Utah 84601

VOTING MEMBER (2)

Christian Swenson

931 E Bearing Drive, Apt D308
Saratoga Springs, UT 84045
VOTING MEMBER (3)

Micah Giles
1352 West 650 South
Lehi, Utah 84043

VOTING MEMBER (4)

Krystelle Rose
3174 S Deer Canyon Dr
Saratoga Springs, UT 84045

VOTING MEMBER (5)

Carrie Schippers
749 W. Hydrangea Way
Saratoga Springs, Utah 84045

Article VII

INCORPORATORS

The names and addresses of the incorporators are:

BOARD PRESIDENT

Carol Ann Gregory
1460 E 330 S
Provo, Utah 84606

BOARD VICE PRESIDENT

Chalice Maddox
398 E 200 S
American Fork, UT 84003

SECRETARY

Blaire Watanabe
368 East Echo Ledge
Saratoga Springs, UT 84045

TREASURER

Sara Archibald
13326 Rochdale Ln
Herriman, Utah 84096

PUBLIC RELATIONS REPRESENTATIVE

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Saratoga Springs, UT 84045

VOTING MEMBER (3)

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1352 West 650 South

Lehi, Utah 84043

VOTING MEMBER (4)

Krystelle Rose

3174 S Deer Canyon Dr

Saratoga Springs, UT 84045

VOTING MEMBER (5)

Carrie Schippers

749 W. Hydrangea Way

Saratoga Springs, Utah 84045

Article VIII

REGISTERED OFFICE AND AGENT

The address of the corporation's initial registered office shall be:

1460 E 330 S

Provo, Utah 84606

Such office may be changed at any time by the Board of Trustees without amendment of these Articles of Incorporation.

The corporations initial registered agent at such address shall be:

Carol Ann Gregory

I hereby acknowledge and accept appointment as the corporate registered agent.

Article IX

PRINCIPAL PLACE OF BUSINESS

The corporation may have such offices whether within or without the State of Utah, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

The Corporation shall have and continuously maintain in the State of Utah a registered office, and a registered agent, as required by the Utah Revised Nonprofit Corporation Act. The registered office may be, but need not be, identical with the principal office and the address of the registered office may be changed from time to time by the Board of Directors.

Article X

DISTRIBUTIONS

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its trustees, 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 hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.

Article XI
DISSOLUTION

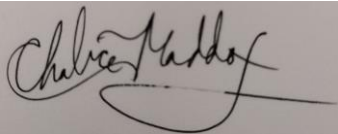
Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or shall be distributed to the federal government or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

In Witness Whereof, We, Carol Ann Gregory, Chalice Maddox, Blaire Watanabe, Sara Archibald, Tiffany Manoukian, Dena Ross, Christian Swenson, Micah Giles, Krystelle Rose, Carrie Schippers have executed these Articles of Incorporation in duplicate this 1 day of May, 2024, and say:

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



Carol Ann Gregory



Chalice Maddox

Blaire Watanabe

Blaire Watanabe



Sara Archibald

Tiffany Michelle Manoukian

Tiffany Manoukian

Dena Ross


Dena Ross

Christian Swenson

Christian Swenson



Micah Giles

A rectangular image showing a handwritten signature in blue ink on a light-colored background. The signature reads "Krystelle Rose".

Krystelle Rose

A large, handwritten signature in black ink. The signature reads "Carrie Schippers".

Carrie Schippers

APPENDIX C GOVERNING BY-LAWS

Azure Fields Charter High School

Governing By-Laws

Article I: Name And Purpose

Article II: Offices

Article III: Board of Directors

Section A. Powers.

Section B. The Board Members.

Section C. Appointment of The Board Members.

Section D: Removal of a Board Member

Section E: Resignation of a Board Member

Section F: Vacancies

Section G: Compensation of Board Members

Article IV: Utah Open And Public Meetings Act (Utah Code Title 52 Chapter 04)

Section A. Annual Board Meeting.

Section B. Regular Meetings

Section C. Special Meetings

Section D. Quorum

Article V: Action By The Board

Section A: Powers

Section B: Duties

Article VI: Indemnification Of The Board Members, Officers, Etc.

Section A. Authority to Indemnify The Board Members; Third Party Actions.

Section B. Authority to Indemnify The Board Members; Derivative Actions.

Section C. Employees and Agents.

Section D. Procedure for Effecting Indemnification.

Section E. Advancing Expenses.

Section F. Scope of Article.

Article VII: Self-Dealing Transactions

Article VIII: Other Provisions

Section A. Fiscal Year.

Section B. Execution of Instruments.

Section C. Checks and Notes.

Section D. Construction and Definitions.

Section E. Conflict of Interest.

Article IX: Record-Keeping And Minutes

Section A: Maintenance of Records

Section B: Financial Records

Section C: Meeting Minutes

Section D: Accessibility of Records

Section E: Record Retention

Section F: Compliance

Section G: Enforcement

Article X: Waiver Of Notice

Section A: Notice Requirement

Section B: Waiver of Notice

Section C: Effectiveness of Waiver

Section D: Record Keeping

Section E: Compliance

Article XI: Amendments To Bylaws

Article I: Name And Purpose

The name of the corporation is Azure Fields Charter High School (hereinafter “the Corporation” or “the Charter School”).

Purpose: The purposes of the Corporation shall be to act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah, and to act and operate a public charter school in the manner as determined by the Board of Directors and included here; 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; to provide programs, instruction and materials to encourage, support and facilitate student learning and development; to admit students of any race, color, national or ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school.

The corporation shall not discriminate on the basis of race, color, religious affiliation, gender, national or ethnic origin in the administration of its policies, admissions, scholarship or loan programs, employment practices or any other school administered program.

Article II: Offices

The corporation may have such offices whether within or without the State of Utah, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time. The Corporation shall have and continuously maintain in the State of Utah a registered office, and a registered agent, as required by the Utah Revised Nonprofit Corporation Act. The registered office may be, but need not be, identical with the principal office and the address of the registered office may be changed from time to time by the Board of Directors.

Article III: Board of Directors

Section A. Powers.

The Board of Directors hereinafter called “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 State School Charter and these Bylaws. The Board is the final

decision-making body of the school. 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 members of the Board;
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 a 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 Board members, 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. The Board Members.

The number of Board members of the Corporation shall be not fewer than eight (8) or more than ten (10). The Board shall fix the exact number of members, within these limits, by board resolution or amendment of the Bylaws.

The Board Members shall meet the following requirements:

11. Be in agreement with the educational philosophy, discipline policy, and administrative structure of Azure Fields Charter High School.
 - a. Be familiar with the pedagogy and curriculum of Waldorf Education.
 - b. Commit to understanding Waldorf Education by engaging in an annual board study of Rudolf Steiner texts and attending Waldorf Training and Conference opportunities as presented.
 - c. A high level of professionalism and a strong desire for the success of the school is expected. The motivation for serving on the Board should be to help guarantee the educational success of students.

12. At least 50% of Board members must have a minimum of 20 hours of Waldorf Training or certification by the opening of Azure Fields High School.
 - a. The Board President and Vice President and Public Relations Representative shall have a minimum of 40 hours of Waldorf Training or certification.
13. Board members should fulfill their responsibilities on the Board, Board committees, or subcommittees to their fullest capability.
 - a. Board members are required to attend all board meetings throughout the school year and shall not miss more than two with prior notice.
 - b. The Board members will conduct an annual self-evaluation. Goals for the next year will also be determined at that time.
 - c. All board members are expected to be exemplary public relations representatives of the school.
14. The Board member elected to the Treasurer's position should have a strong financial background, including experience in education or budget management, personnel management, and conflict resolution.
15. The Board member elected to Board President position should have experience in administration, budget management, personnel management, and conflict resolution.
16. Ad Hoc Members. The School Executive Director, a Faculty Chair, and 1 other faculty member may serve as ad hoc members. Ad hoc members will not have voting rights.

Section C. Appointment of The Board Members.

1. Appointment. The Board members are invited to serve by the executive director or may be nominated by the parent community consistent with the provisions of the Articles of Incorporation and these Bylaws. The Board and parent community shall vote to ratify nominations of new Board Members. Each member of The Board shall have one vote each and the parent community shall have one vote total counted as the simple majority of parent community votes. Ratification of a new Board Member requires a 3/4 approval of total votes.

17. The Board President and Vice President must be appointed out of the other Board Positions, including Secretary, Treasurer, Public Relations Representative, or Voting Members.
18. The parent community will be polled when a Board Position is open for a new appointment.

2. Term of Office. The initial Board members shall serve until the opening of the school, wherein no more than 50% of the Board may turn over and will institute the following Terms of Office.

19. The Board President will serve for one 5-year term.
20. The Vice President will serve for one 3-year term.
21. The Treasurer will serve for one 4-year term.
22. All other Board Positions may elect to serve for up to two (2) consecutive 1-3 year terms, designated at the time of appointment to their position.

3. Tenure. Voting Board Members, Secretary, Treasurer, and Public Relations positions may serve up to two (2) consecutive terms in any of these positions. Board President and Vice

President may serve one (1) term in that office, and must be appointed out of the other Board Positions. No Board Member shall serve for more than three (3) consecutive terms, and no more than four (4) non-consecutive terms in their lifetime. The foregoing to the contrary notwithstanding, Board members shall serve until their successors have been duly elected and qualified, unless they shall resign, become disqualified, disabled, or shall otherwise be removed. Board Terms begin and expire in the month of August of any applicable year unless a Board Member resigns, becomes disqualified, disabled, or shall otherwise be removed.

Section D: Removal of a Board Member

Any officer, agent, or Board member may be removed, either with or without cause, by the Board. Any and all officers are employees at will and serve at the will of the Board, committee or officer who appointed such officer unless such officer serves pursuant to a mutually executed written contract.

Section E: Resignation of a Board Member

Any Board member 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 Board member, upon the declaration of vacancy pursuant to these Bylaws, or upon a member's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Board members.

Section G: Compensation of Board Members

The Board members shall serve without compensation. However, the Board may approve reimbursement of actual and necessary expenses while conducting corporation business in accord with the set budget and imposed limits for such activities.

Article IV: Utah Open And Public Meetings Act (Utah Code Title 52 Chapter 04)

Official meetings of the corporation will be regulated by the rules as set forth in the Utah Open and Public Meetings Act. Meetings may be in person or electronic.

Section A. Annual Board Meeting.

An annual meeting of the Board shall be held during the month of June for the purposes of evaluation of Board effectiveness, organization, selection of Directors and officers, initiation of the yearly Steiner Study, and the transaction of other business.

Section B. Regular Meetings

The Board shall hold regular meetings on a monthly basis August through June. The schedule of regular meetings shall be determined by the Board and communicated to all members and the public.

Section C. Special Meetings

Special meetings may be called by the Board President or upon the request of 3 Board members. Special meetings of the Board and regular meetings that are held other than at the regularly

scheduled time or place may be held only after each Governing Board Member has received twenty-four (24) hours' notice given personally or by telephone, e-mail or other similar means of communication.

Section D. Quorum

A quorum shall be constituted by 5 or more members of the Board including 2 non-officer Voting Board Members. Decisions shall be made by a majority vote of the members present at the meeting.

Article V: Action By The Board

Section A: Powers

The Board shall have the authority to make decisions regarding the educational, financial, and operational matters of the Charter School, within the scope of the Charter and applicable laws.

Section B: Duties

The Board's primary duties shall include, but not be limited to:

23. Ensuring compliance with the Charter and all relevant laws and regulations.
24. Hiring, evaluating, and supporting the School Leader (Executive Director).
25. Approving the annual budget and overseeing financial matters.
26. Setting academic policies and goals for the Charter School.
27. Engaging with the school community and promoting transparency.

Article VI: Indemnification Of The Board Members, Officers, Etc.

Section A. Authority to Indemnify The Board Members; Third Party Actions.

To the extent not inconsistent with Section 16-6a-901 et seq. Of the Utah Code Annotated (1953), the Corporation shall provide indemnification to trustees, directors, officers and others pursuant to this Article VI. The Corporation shall indemnify any Board member, officer, employee or agent of the Corporation, or a person who was or is a party or is threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact he or she is or was an authorized representative of the Corporation (which for the purposes of this Article shall mean a Board member, officer, employee or agent of the Corporation, or a person who is serving at the request of the Corporation as a Board member, officer, employee or agent of the Corporation, person, partnership, joint venture, trust or other enterprise) against judgments, fines, amounts paid in settlement and reasonable expenses (including attorneys' fees) incurred by him or her in connection with such action, suit or proceeding if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to, the best interests of the Corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful, except that no indemnification shall be made in connection with any proceeding charging that such person derived an improper personal benefit, whether or not involving action in an official capacity, in which such person was adjudged liable on the basis that he or she derived an improper personal benefit.

The termination of any action, suit or proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the

person did not act in good faith and in a manner which he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe that his or her conduct was unlawful.

Section B. Authority to Indemnify The Board Members; Derivative Actions.

The Corporation shall indemnify any Board member who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that he or she is or was an authorized representative of the Corporation, against expenses (including attorneys' fees but not amounts paid in settlement) actually and reasonably incurred by him or her in connection with the defense or settlement of such action or suit if he or she acted in good faith and in a manner reasonably believed to be in, or not opposed to, the best interests of the Corporation and except that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to the Corporation or in connection with any other proceeding charging that such person derived an improper personal benefit, whether or not involving action in an official capacity, in which such person was adjudged liable on the basis that he or she derived an improper personal benefit.

Section C. Employees and Agents.

To the extent that an authorized representative of the Corporation who neither was nor is a Board member or officer of the Corporation has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Sections 1 and 2 of this Article or in defense of any claim, issue or matter therein, he or she shall be indemnified by the Corporation against expenses (including attorneys' fees) actually and reasonably incurred by him or her in connection therewith. Such an authorized representative may, at the discretion of the Board, be indemnified by the Corporation in any other circumstances to any extent if the Corporation would be required by Sections 1 and 2 of this Article to indemnify such person in such circumstances to such extent if he or she were or had been a director or officer of the Corporation.

Section D. Procedure for Effecting Indemnification.

Indemnification under Sections A, B, or C of this Article shall be made when ordered by a court or shall be made in a specific case upon a determination that indemnification of the authorized representative is required or proper in circumstances because he or she has met the applicable standard of conduct set forth in Sections A or B of this Article. Such determination shall be made by the Board by a majority vote of a quorum consisting of Board members who were not parties to such action, suit or proceeding, or any other manner allowed under the laws of the State of Utah.

If a claim under this Article is not paid in full by the Corporation within ninety (90) days after a written claim has been received by the Corporation, the claimant may at any time thereafter bring suit against the Corporation to recover the unpaid amount of the claim and if successful in whole or in part, the claimant shall be entitled to be paid also the expense of prosecuting such claim. It shall be a defense to any such action (other than an action brought to enforce a claim for expenses incurred in defending any action, suit or proceeding in advance of its final disposition where the undertaking and determinations necessary for advancing expenses have been made) that the claimant has not met the standards of conduct which make it permissible for the Corporation to indemnify the claimant for the amount claimed, but the burden of proving such defense shall be on the Corporation. Neither the failure of the Corporation (including its Board members or its independent legal counsel) that the claimant has not met such applicable standard

of conduct shall be a defense to the action or create a presumption that the claimant had not met the applicable standard of conduct.

Section E. Advancing Expenses.

Expenses (including attorneys' fees) incurred by a person that may be indemnified under the provisions of this Article, in defending a civil or criminal action, suit or proceeding, may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding upon receipt of:

1. An undertaking by that person or on that person's behalf by an authorized representative to repay such amount if it shall ultimately be determined that he or she is not entitled to be indemnified by the Corporation as required in this Article or authorized by law;

2. The person furnishes to the Corporation a written affirmation of his or her good faith belief that he or she has met the standard conduct set forth in Section A and B of this Article, and;

3. A determination is made that the facts then known to those making the determination under Section D of this Article would not preclude indemnification as provided by this Article.

Section F. Scope of Article.

Each person who shall act as an authorized representative of the Corporation, shall be deemed to be doing so in reliance upon such rights of indemnification as are provided in this Article. The indemnification and advancement of expenses provided by the Article shall not be deemed exclusive of any other rights to which those seeking indemnification or advancement of expenses may be entitled under any agreement, vote of disinterested trustees, statute or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office or position, and shall inure to the benefit of the heirs, executors and administrators of such a person.

Article VII: 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 Board members has a material financial interest ("interested member(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to By Laws governing financial transactions; if a transaction which is part of a public or charitable program of the Corporation, and 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 Board members or their families because they are in a class of persons intended to be benefited by the program.

Article VIII: 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 a 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 both of these individuals.

Section D. Construction and Definitions.

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in law 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.

No Board member may vote upon a matter coming before that body in which he or she has a conflict of interest.

For the purpose of this provision, the term "interest" shall include financial interest, personal interest, interest as director, officer, member, stockholder, shareholder, partner, manager, trustee or beneficiary of any concern and having an immediate family member who holds such an interest in any concern. The term "concern" shall mean any corporation, association, trust, partnership, limited liability entity, firm, person or other entity other than the organization.

Immediately upon becoming aware that a conflict of interest may exist, a Board member must disclose the existence of the potential conflict to the remaining Board members, withdraw from further deliberation on the issue, and refrain from voting on the matter. Any such disclosure shall include all relevant and material facts known to such person about the contract or transaction shall be fully documented in the organization minutes.

Any transaction or vote involving a potential conflict of interest shall be approved only when a majority of disinterested Board members determine that it is in the best interest of the corporation to do so. The minutes of meetings at which such votes are taken shall record such disclosure, abstention and rationale for approval.

The Board may adopt formal policies requiring:

1. Regular annual statements from the Board members, officers and key employees to disclose existing and potential conflicts of interest.
2. Corrective and disciplinary actions with respect to transgressions of such policies.

Article IX: Record-Keeping And Minutes

Section A: Maintenance of Records

The Corporation is responsible for maintaining accurate, complete, and up-to-date records, including financial records and minutes of the Board proceedings.

Section B: Financial Records

The Corporation shall maintain correct and complete financial records, encompassing income statements, balance sheets, cash flow statements, and any other relevant financial documentation. These records shall be subject to periodic review or audit to ensure accuracy and compliance with regulatory requirements.

Section C: Meeting Minutes

Meeting minutes shall be kept for all the Board proceedings. These minutes shall include details of decisions made, actions taken, attendance, and any other pertinent information. Minutes shall be promptly recorded following each meeting to accurately reflect the proceedings.

Section D: Accessibility of Records

Access to Corporation records shall be granted to authorized personnel as necessary for the performance of their duties. Confidential or sensitive information contained within the records shall be handled with appropriate confidentiality measures to safeguard privacy and confidentiality.

Section E: Record Retention

The Corporation shall establish guidelines for the retention of records, taking into account legal requirements and practical considerations. Records shall be retained for the period specified in the Corporation's record retention policy to ensure compliance with regulatory requirements and facilitate efficient operations.

Section F: Compliance

The Corporation shall adhere to all applicable laws and regulations governing record-keeping and reporting, ensuring compliance with legal requirements and industry standards.

Section G: Enforcement

Failure to maintain accurate and complete records may result in disciplinary action, fines, or other consequences as determined by the Board. The Corporation shall take appropriate measures to enforce compliance with record-keeping obligations and promote transparency and accountability.

Article X: Waiver Of Notice

Section A: Notice Requirement

Whenever any notice is required to be given under the provisions of the Utah Revised Nonprofit Corporation Act, or under the provisions of the Articles of Incorporation, or the Bylaws of the Corporation, it must be provided in writing.

Section B: Waiver of Notice

Waiver in Writing: A waiver of notice must be in writing and signed by the person or persons entitled to such notice. This waiver can be provided either before or after the time stated in the notice.

Equivalent to Notice: Any such waiver, whether signed before or after the specified time, shall be considered equivalent to the giving of notice.

Section C: Effectiveness of Waiver

Binding Effect: Once a waiver of notice is provided in accordance with this Article, it shall be binding upon the person or persons signing the waiver.

No Effect on Validity: The validity of any action taken at a meeting shall not be affected by the failure to provide proper notice if a waiver of notice has been duly executed and filed with the Corporation's records.

Section D: Record Keeping

Documentation: All waivers of notice shall be documented and retained as part of the Corporation's records.

Accessibility: Waivers of notice shall be made available for inspection by members of the Corporation upon request.

Section E: Compliance

Legal Compliance: The Corporation shall ensure that all waivers of notice comply with the requirements set forth in this Article and applicable laws and regulations.

Transparency: The Corporation shall promote transparency regarding the waiver of notice process and make information accessible to members as required by law.

Article XI: Amendments To Bylaws

These Bylaws may be amended by a 3/4 vote of the members present at any regular or special meeting(s) of the Board, provided that the proposed amendment has been submitted in writing at least 30 days before the meeting.

APPENDIX D GOVERNING BOARD MEETING MINUTES

May 1, 2024 Board Meeting Minutes

6:36 - Official Start

- Carol Ann motions to start
- Chalice Maddox Seconds
- Reading the names of those who are board members by acquisition
 - Board President: Carol Ann Gregory
 - Vice President: Chalice Maddox
 - Secretary: Blaire Watanobe
 - Treasurer: Sarah Archibald
 - PR: Tiffany Minoukian
- List of potential board members
 - Dena Ross
 - Christian Swenson
 - Micah Giles
 - Krystelle Rose
 - Carrie Schippers
- Voted In all the people (everyone was in attendance except Tiffany Minoukian)
- Read through of articles of incorporation
 - Motion to accept articles of incorporation by Chalice
 - Seconded by Christian
- Articles of incorporation
- Discussion on the High School, offerings, and questions
 - Locations?
 - Utah County, probably Orem
 - Technology?
 - Technology is a tool not a way of life
- Motion to end the meeting by Krystelle
 - Seconded by Christian
 - Ended at 7:15
- Next board meeting: Tuesday, May 7, 2024 at 7pm
- Google Drive - Board members added

Azure Fields Charter High School

Board Meeting

May 7, 2024

MEMBERS PRESENT:

- Carol Gregory
- Chalice Maddox
- Blaire Watanabe
- Christian Swenson
- Micah Olson
- Sara
- Tiffany Manoukian
- Carrie Schippers
- Dena
- Krystelle Rose

Location: Zoom

MINUTES: Blaire Watanabe

RESPONSIBLE PERSON	FINDINGS AND DISCUSSION	ACTIONS TAKEN OR PLANNED
	CALL TO ORDER	
Call to order Carol Gregory	Meeting called to order 7:06	
	REGULAR AGENDA	
Carol Gregory	Not a public entity until registered with the state. Not officially incorporated. After the paperwork we will be a non-profit. We don't have to follow the formality but can practice.	
Chalice Maddox	Gmail account clarification and logging on.	<i>We might need to create another shared folder.</i>
Carol Gregory	Google drive folder walkthrough. Background information sheets. Any research can go into the non-profit research folder. Charter	<i>All board members need to fill out the form in the background information folder. Copy and paste</i>

	<p>Application will be assigned out. By laws will go first. Some of the documents we will work together on and others will be assigned out to individuals. Some documents need research done.</p> <p>By laws will be separated between board members. Micah suggests looking to charter school bylaws. Chalice is sharing the links to all the charter schools to look at. Tiffany mentioned Arizona Charter School Desert Sage wrote the Charter in 2021. Don't resolve comments on the google doc so that they don't disappear. Keep the first page as the table of contents and add your info to the page after. Continue to make comments and collaborate together.</p>	<p><i>into a new doc. 2 weeks to complete (deadline May 21st)</i></p> <p><i>Carol and Chalice will work on Article 2&3 Micah Article 4 Carrie Article 5 Tiffany Article 6 Dena Article 7 Krystelle Article 8 Sara Article 9 Blaire Article 10-12 Christian Article 13</i></p> <p><i>Next week we will read through the document together and make any changes as needed.</i></p>
	<p>Tiffany has a paid zoom account. She can set up meetings in the future.</p>	
	<p>Next week we will have proposal assignments.</p>	<p><i>Chalice will share a google doc with contact information.</i></p> <p><i>Next meeting Tuesday May 14 at 7pm Tiffany will set up the zoom link.</i></p>
<p>Adjournment</p>	<p>7:42</p>	

Azure Fields Charter High School

Board Meeting

May 14, 2024

MEMBERS PRESENT:

Tiffany Manoukian

Blaire Watanabe

Sara Archibald

Carol Gregory

Christian Swensen

Carrie Schippers

Chalice Maddox

Micah Giles

Dena Ross

Krystelle Rose

LOCATION: Zoom

MINUTES: Blaire Watanabe

RESPONSIBLE PERSON	FINDINGS AND DISCUSSION	ACTIONS TAKEN OR PLANNED
	CALL TO ORDER	
Call to order Carol Gregory	Meeting called to order 7:11 PM	<i>Krystelle can't get into the zoom call. She got locked out. Sara is calling her and will have her on speaker phone.</i>
	REGULAR AGENDA	
Carol	Questions or concerns so far? <i>Clarification that the state law does give us permission to prioritize waldorf students from previous schools in our enrollment.</i>	
Carol	Review bylaws. <i>It's looking good. Maybe duplicates of information which is helpful. Tiffany Article 6 president and vice president, time frame is different. Editing committee will take care of that</i>	

	<p><i>information that differs. Voting members can be in office for 1-3 years and can have another position after that. They can serve for two terms. Officer positions have to have Waldorf training, voting members do not. They will have time to work on that training. Dena shared how freedom academy kept their bylaws simple leaving room for more in school decisions without going to the state for any changes. She suggests keeping our bylaws less specific. We will follow the laws and make our own rules. Simplicity! Krystelle suggests changing verbiage on article X.</i></p>	
<p>Carol</p>	<p><i>Create a Committee for editing bylaws. A couple hours of editing with Carol on Saturday. Micah can come for an hour and a half or so on Saturday. Blaire will meet Thursday night with Carol for editing.</i></p>	<p><i>Blaire will meet with Carol Thursday evening. Micah will meet with Carol Saturday.</i></p>
<p>Carol</p>	<p><i>Reviewing the proposal instruction document. This is a pre application that will be voted on in a August meeting. If they say yes to the proposal the full application will move forward and workshops will be provided to help us put together a full application. When bylaws are finished we can put that in the appendices. The application walks us through the whole process. We need to work on a mission statement. What is our why? This is our statement to say how we will do things. Section D will be the longest section which will include graduation requirements, description of waldorf inclusion, day to day</i></p>	

	<p><i>operations, etc. Research on the demographics will need to be done. We don't need a specific location but what we are looking for will be included. All the documents have their own document in the azure field folder on our google doc. We will assign each section out to board members. 250 words or less for most of the sections. Any questions? Krystelle asked how long the document would be, 10 pages. Some sections are longer, other sections will be small. We should be precise. Opening 2026-2027 with 250 students enrolled the first year. These numbers can change and help us get started.</i></p>	
<p>Carol</p>	<p>Make assignments for each section of the proposal document. <i>Let's work on these sections and have them ready next week. You can look at MSA proposal for ideas:</i> <i>MSA Proposal Copy 10 pages</i></p>	<p><i>Christian 1A School Mission Sara 1B state law 1C charter board mission and vision. Blair 1D Carrie 1E Krystelle 2C Chalice 2D 2E Carol 2B 2G Micah 2F Special Education (IEP) Blair 3A, B Location will be closer to farming communities Dena 3C Demographics (look at public information of our area) Blair 3D, 3E We'll be unique because we are Waldorf, career training, etc.</i></p>
<p>Carol</p>	<p>Review timeline for submission of the proposal <i>It needs to be turned in the last week of May. We will have time in June but Carol will be less accessible. June 30th is the due date.</i> <i>Any last questions or concerns?</i> THANK YOU!!!</p>	<p><i>Optional: Private Steiner school meeting in Fox Hollow tomorrow at 6:30 PM. You can find details on the Waldorf FB page.</i></p>

Adjournment		<i>8:10 PM</i>
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Azure Fields Charter High School

Board Meeting

May 21, 2024

MEMBERS PRESENT:

- Carol Gregory
- Blaire Watanabe
- Tiffany Manoukian
- Sara Archibald
- Carrie Shippers
- Chalice Maddox
- Christian Swensen
- Dena

LOCATION: Zoom

MINUTES: Blaire Watanabe

RESPONSIBLE PERSON	FINDINGS AND DISCUSSION	ACTIONS TAKEN OR PLANNED
	CALL TO ORDER	
Call to order Carol Gregory	Meeting called to order 7:05	
	REGULAR AGENDA	
Blaire	Review meeting minutes from May 14th	
Carol	<p>Vote to Approve Bylaws Bylaws are linked to each section throughout the document. Committee members took 5 minutes to review bylaws and share thoughts or concerns. We plan on being apart of the Utah Waldorf alliance association. Tiffany suggested taking a piece of that out to provide more freedom in case of shut downs of any kind. Section B. Sara asked the question about missing no more than 2 excused meetings per meeting.</p>	<p><i>A change was made to the bylaws that we are not committed to attending a specific conference, keeping it more general so if they didn't have the conference (COVID as an example while it was shut down in the past) the change now says attending any Waldorf conference.</i></p> <p><i>Bylaws were approved.</i></p>

	<p>Carol clarified. We will have 11 meetings a year. Stuck with the original writing. Any other questions? No response. Voting the bylaws. All voted in favor of the bylaws ratified.</p>	
<p>Carol</p>	<p>Assess progress on the Proposal Documents Christian 1A read the mission statement that he came up with. Tiffany also contributed from other Waldorf High Schools. Carol read through all the various mission statements. Sara shared section 1B with a few different options. Trying to work out wording for the section. Head, hearts, and hands learning vs. different ways students learn. Also, 1C used MSA as a reference using ChatGPT which didn't work as well as it did with 1B. Hands and career learning is more important for HS. Blaire 1D explained the purpose Carrie 1E explained academic goals Carol 2 B working on block schedule, deepening courses and introductory courses. School hours 9-4. A walk in the day of the life of students Kystelle 2C section is about waldorf philosophy. Chalice 2D Use waldorf principles. Teachers will develop own curriculum in line with state standards. Referenced other CTF schools. Also, 2E Micha 2F how to support students with disabilities. Special Ed and IEP goal to get them to graduate even if it takes longer than the 4 years. Commitment to parents. Carol 2G requirements to graduate.</p>	<p><i>Blaire will touch up her sections 3B, 3D, 3E</i> <i>Proposal needs to be ready for the next meeting.</i> <i>Proposal needs to be copied to the official document. Chalice, Micah, and Blaire can work with Carol Thursday evening AF library 5-7pm.</i> <i>Sara and Christian can help Carol on Saturday American Fork Library 1-3pm</i></p>

	<p>No one has 2H- types of classes that will be provided Agriculture, fine arts, pre-med, culinary, mechanics, college prep, construction, general business, health care.</p> <p>Blaire 3A, 3B carol suggests to add documented sources for that information in section 3B</p> <p>3C Dena demographic information.</p> <p>3D still needs work</p> <p>3E restatement of the last statement and summary of the whole application.</p> <p>Final editing could be another committee</p> <p>Proposal needs to be completed by next week!</p>	
<p>Carol</p>	<p>Finish Mission Statement</p> <p>The board read through Waldorf alliance core principles.</p> <p>https://www.publicwaldorf.org/core-principles</p> <p>Board members shared what principles stood out to them. 1. The Image of the Human Being 3. Social Change through Education and 4. Human Relationships</p> <p>As a board we edited the mission statement. Chalice shared worries of the word identity in the statement because it is politically charged. Ideas for change, potential. Dena would like to think of a different word for identity because potential does seem to fit. Self, one-self, self-awareness, individualities.</p> <p>Worked on melding two drafts into one. Too much fostering in the statement. Micah likes the phrase graduates emerge ready to lead.</p> <p>Sara added comments for edits.</p> <p>Carrie added comments for edit.</p>	<p><i>Carol suggested memorizing the mission statement.</i></p>

	<p>Christian added grammar comments.</p> <p>Tiffany suggests a fast changing world they inherit instead of society. Carrie suggests taking out hope and changing to striving or taking out hope making it more confident. Board continued working together as a team editing and reorganizing the mission statement.</p>	
<p>Adjournment</p>	<p>Next meeting is May 28th at 7pm on zoom</p>	<p><i>8:55pm</i></p>

Azure Fields Charter High School

Board Meeting

May 28, 2024

MEMBERS PRESENT:

Blaire Watanabe

Miach Olsen

Carrie Schippers

Christian Swensen

Chalice Maddox

Carol Gregory

Sara

LOCATION: Zoom

MINUTES: Blaire Watanabe

RESPONSIBLE PERSON	FINDINGS AND DISCUSSION	ACTIONS TAKEN OR PLANNED
	CALL TO ORDER	
Call to order	Meeting called to order 7:12 PM	
	REGULAR AGENDA	
Blaire	Review of Minutes	
Carol	Plan for getting the application submitted Thank you everyone for your work! The brain work is all done for the proposal. Carol will finish editing.	<i>Proposal will be sent next week.</i>
Carol	Go over the application and documents	<i>Everyone will be attached to that email when its sent to the state. Finish your background sheet this week if you haven't.</i>
Carol	Chalice will be in charge while Carol is gone. Carol leaves the country May 29th and will be back on July 19th. You can text or email while she is away or contact	

	<p>Chalice if needed. We will find out if we have been approved in August. We will plan our next meeting once we know if we have been approved.</p>	
	<p>Steiner Study- The education of the child (Christian will have links for everyone. In the meantime we will start a study together of Steiners works. You can also purchase a paperback or a kindle version. Work through first section or chapter. We will take a whole year to go through the whole book. Read or listen several times. Its a heavy material to get through so be patient. Take it with a grain of salt. You can grapple with the hard things. Lets just engage with the conversation together. Don't be scared if it's offensive. It was written during 1920's germany. Take what works, leave what doesn't.</p>	<p><i>Christian will share an audio link.</i> https://www.youtube.com/watch?v=MPn452HVbT8 https://www.rudolfsteineraudio.com/educationofthechild/educationofchild.html <i>Each member should start reading or listening to chapter/section 1.</i></p>
<p>Adjournment</p>	<p>7:26 PM</p>	