



New Charter School Proposal Application

Technical Components:

Proposed Charter School Name:

Azure Fields Charter High School

Name of Applicant(s):

Azure Fields Charter High School

Authorized Agent, if applicable:

Carol Ann Gregory

Main Point of Contact:

Carol Ann Gregory

Point of Contact Phone Number:

385-456-1122

Point of Contact Email Address:

carol.gregory@azurefields.org

Proposed Charter School Location (city/area):

Utah County

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

Alpine School District (Aspen Peaks, Lake Mountain, and Timpanogos), Provo School District

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

We would serve grades 7-12 and have a maximum enrollment of 500 students across those grades.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Max Enrollment:
Year 1								50	50	50	50	25		225
Year 2								50	50	75	75	50	25	325
Year 3								50	50	100	100	75	50	425
Year 4								50	50	100	100	100	75	475
Year 5 +								50	50	100	100	100	100	500

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

Partially. The current grade configuration of Alpine School District has elementary schools that serve students through 6th grade, junior high schools that serve students 7-9, and high schools that serve students 10-12. Nebo school district has similar grade configurations to Alpine District with some middle schools serving 5 & 6 grades. Provo District has a high school configuration that is 9-12 grades. The charter elementary schools in Utah County generally serve k-6 or up through 9th grades, with a few k-8 schools. The charter elementary schools in Utah County which match our educational model of Waldorf-inspired education both currently serve grades k-6; this creates a 7 & 8 grade gap if Azure Fields only serves 9-12 grades. Our proposal allows for Azure Fields to take up to two classes in 7 & 8 grades which would help close the gap in our educational model for families who have selected Waldorf-inspired education for their students and desire to remain with the model through 12 grade. Expanding the number of seats served in the 9-12 grades also allows Azure Fields Charter High School to accept high school students from our feeder schools which serve up through 8th grade as well as students who are new to our Waldorf-inspired model and seeking a more hands-on, holistic experience in high school.

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

No.

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

Name of Authorized Agent: Carol Ann Gregory

Signature of Authorized Agent: 
[CAROL GREGORY \(Jul 2, 2026 15:24:50 MDT\)](#)

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

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



Proposal of Charter School:

Required Attachments: (11 page limit, as indicated)

1. Provide a 1-2 page overview of the "big ideas" of your proposed charter school. Be sure to include: a. Proposed mission and vision statements.

Mission Statement:

Azure Fields Charter High School awakens each student's unique individuality through Waldorf-inspired education that integrates rigorous academics, the arts, practical work, and meaningful community engagement. We develop the whole human being—cultivating goodness, beauty, and truth—so students are prepared to lead lives of purpose, integrity, and lifelong learning.

Vision Statement:

Azure Fields Charter High School guides students through the transformative years of early adolescence to young adulthood by providing a Waldorf-inspired education that nurtures intellectual curiosity, artistic expression, practical competence, and personal responsibility. Graduates leave prepared for college, careers, civic leadership, and lives of purpose, equipped to contribute with wisdom, creativity, and integrity in a rapidly changing world.

b. How the proposed school promotes the SCSB's mission and vision

Azure Fields Charter High School (AFCHS) advances the State Charter School Board's mission by expanding public school choice through Utah's first Waldorf-inspired public charter school serving grades 7–12. The school fills a significant gap in Utah's educational landscape by providing a continuous middle and high school pathway that integrates rigorous academics, arts education, experiential learning, and Career and Technical Education (CTE). By combining Waldorf-inspired pedagogy with career-connected learning, AFCHS prepares students for postsecondary education, employment, and civic life while fostering creativity, critical thinking, and real-world problem-solving.

c. Which method is the proposed school utilizing most to meet the purposes of Utah's charter schools (choose one)

vii. Expanding public school choice in areas where there is a lack of school choice or where schools have been identified for school improvement, corrective action, or restructuring

AFCHS fulfills Utah's charter school purpose of expanding public school choice by establishing the state's first public Waldorf-inspired school serving grades 7–12. Utah County currently offers Waldorf-inspired elementary education but no public option for grades 7 and 8, forcing families to leave the educational model during a critical stage of adolescent development. Research indicates that continuity in educational environments strengthens student engagement and long-term success (Darling-Hammond et al. 2021).

AFCHS closes this gap by providing a continuous grades 7–12 pathway that combines Waldorf-inspired education with rigorous academics, arts integration, Career and Technical Education (CTE), and career-connected learning (Advance CTE 2024). Through interdisciplinary, project-based, and experiential learning supported by community partnerships, the school offers families a distinctive public education option that prepares students for college, careers, and engaged citizenship.

d. Describe the defining characteristics that make the proposed school unique, which will become key elements of the model and mission of the proposed school.

Azure Fields Charter High School (AFCHS) delivers a Waldorf-inspired educational program that integrates rigorous academics, artistic expression, practical skills, career preparation, environmental stewardship, and community engagement. These elements work together to develop knowledgeable, creative, ethical, and resilient graduates prepared for college, careers, and meaningful civic participation.

Waldorf-Inspired Educational Model

AFCHS is founded on Waldorf educational principles that intentionally develop students' intellectual, artistic, practical, social, and ethical capacities while fully meeting Utah academic standards (Association of Waldorf Schools of North America 2024). Through partnerships with the Alliance for

Public Waldorf Education and the Association of Waldorf Schools of North America, the school receives curriculum support, professional development, leadership mentoring, and program guidance while serving as a resource for Utah's growing network of Waldorf-inspired schools (Alliance for Public Waldorf Education 2025).

Whole-Child Development

Instruction intentionally develops students' "Head, Heart, and Hands" by integrating rigorous academics with the arts, movement, service, leadership, and social-emotional learning to foster resilience, creativity, responsibility, and ethical citizenship.

Cohort-Based, Experiential Learning

Students remain in stable grade-level cohorts for core academic classes, fostering lasting relationships, personalized instruction, and a strong sense of belonging (Darling-Hammond et al. 2021). Learning is interdisciplinary and experience-based through projects, laboratories, artistic performances, field studies, agriculture, service-learning, and public exhibitions that connect academic concepts to authentic challenges (Lucas Education Research 2021).

Career-Connected Education

AFCHS combines a liberal arts education with Career and Technical Education (CTE), entrepreneurship, skilled trades, work-study, and industry-recognized certifications. Students graduate prepared for college, apprenticeships, military service, or the workforce through authentic career experiences and community partnerships (Advance CTE 2024; Jobs for the Future 2023).

Agriculture, Stewardship, and Responsible Technology

Agriculture serves as a living laboratory for environmental science, sustainability, and stewardship through gardens, local farm partnerships, and hands-on experiences. Students develop leadership, communication, critical thinking, and workplace readiness through agriculture, Career and Technical Education, and work-based learning experiences. Research on agricultural education and FFA participation has associated these experiences with improved college and career readiness (Copeland et al. 2020). Technology is intentionally integrated to build digital literacy, research, collaboration, and communication while preserving hands-on learning, artistic expression, and healthy human relationships (ISTE 2023).

e. Describe the expected academic outcomes of the school that will show the model and mission is successful.

AFCHS will evaluate success through multiple measures aligned with its mission of preparing students for higher education, meaningful careers, and engaged citizenship.

- **Academic Achievement:** Students will demonstrate continuous growth and proficiency in core subjects through statewide assessments, standards-based classroom assessments, graduation rates, and interdisciplinary application of knowledge (Darling-Hammond et al. 2021).
- **College and Career Readiness:** Graduates will complete CTE pathways, earn industry-recognized credentials, participate in work-study experiences, and successfully transition to college,

technical education, apprenticeships, military service, or employment (Advance CTE 2024; Jobs for the Future 2023).

- **Applied Learning:** Students will demonstrate critical thinking, collaboration, communication, and problem-solving through interdisciplinary projects, portfolios, exhibitions, capstone experiences, and performance-based assessments (National Academies of Sciences, Engineering, and Medicine 2012).
- **Personal Development:** Students will demonstrate leadership, responsibility, perseverance, ethical decision-making, and strong engagement through service-learning, attendance, work-study, and annual school climate surveys measuring belonging and connectedness (CASEL 2023).
- **Artistic, Practical, and Environmental Literacy:** Students will demonstrate competency in the visual and performing arts, craftsmanship, agriculture, environmental stewardship, and digital literacy through performances, exhibitions, practical projects, portfolios, and technology assessments.

Together, these measures provide a comprehensive evaluation of student growth and the effectiveness of AFCHS's Waldorf-inspired educational model, ensuring graduates are academically prepared, career ready, creative, and engaged members of their communities.

2. Submit a 2-3 page overview of the educational program, including the following elements:

- a. An explanation of the overarching educational philosophy that is supported by cited research and/or evidence.**

Azure Fields Charter High School (AFCHS) is founded on a Waldorf-inspired educational philosophy that prepares students for college, careers, and civic life by integrating rigorous academics with artistic expression, experiential learning, and meaningful community engagement. The model recognizes adolescence as a critical stage of intellectual, social, emotional, and ethical development and provides learning experiences that cultivate critical thinking, creativity, responsibility, and independent judgment (Immordino-Yang 2016).

Instruction emphasizes interdisciplinary, experience-based learning through scientific inquiry, project-based learning, the arts, craftsmanship, agriculture, service-learning, and authentic community partnerships. Rather than separating academic achievement from character development and practical skills, AFCHS integrates these elements into a coherent educational program that connects learning to real-world application. Research supports this approach, demonstrating that inquiry-based learning, arts integration, and strong student engagement improve motivation, deeper learning, creativity, and long-term academic success (Salchegger et al. 2021; Telfer-Radzat 2024; Darling-Hammond et al. 2021).

Through this philosophy, AFCHS seeks to graduate students who are academically prepared, creative, ethical, adaptable, and equipped to contribute meaningfully to their communities.

- b. A description of how the Utah Core Standards will be taught and assessed.**

AFCHS will fully implement the Utah Core Standards, applicable Career and Technical Education (CTE) standards, and all Utah State Board of Education graduation requirements. Faculty will use Professional Learning Communities (PLCs) to develop curriculum, align instruction to state standards, analyze

student data, and continuously improve teaching through evidence-based instructional practices (DuFour et al. 2016).

Student learning will be measured through multiple assessments that demonstrate mastery of state standards, including formative assessments, performance tasks, projects, portfolios, presentations, examinations, and public exhibitions of learning. AFCHS will administer all state-required assessments, including Utah Aspire Plus, the ACT, WIDA assessments for eligible multilingual learners, and other required USBE assessments. Assessment data will be reviewed regularly through PLCs to monitor student progress and inform instruction.

The school will implement a Multi-Tiered System of Supports (MTSS) to provide timely intervention, enrichment, and progress monitoring based on individual student needs (National Center on Intensive Intervention 2023). Instructional quality will be supported through ongoing coaching, professional development, and collaborative leadership provided by the Dean of Pedagogy, Dean of Students, and Executive Director to ensure consistent implementation and continuous improvement.

c. A description of the intended educational program that includes evidence-based or research based cited methods of instruction and either sample curriculum choices or a description of how the curriculum will be selected/developed.

AFCHS delivers a Waldorf-inspired educational program that integrates rigorous academics, Career and Technical Education (CTE), the arts, agriculture, and experiential learning to prepare students for college, careers, and engaged citizenship.

Rather than adopting a single commercial curriculum, faculty develop standards-aligned curriculum through Professional Learning Communities (PLCs) using the Utah Core Standards, applicable CTE standards, Waldorf-inspired instructional practices, current educational research, and community partnerships. Curriculum is strengthened through collaboration with the Alliance for Public Waldorf Education and the Association of Waldorf Schools of North America, which provide curriculum resources, professional development, mentoring, and program support.

Instruction incorporates research-based practices including inquiry-based learning, project-based learning, interdisciplinary instruction, seminar discussion, laboratory investigation, arts integration, service-learning, and performance-based assessment (Telfer-Radzat 2024; Salchegger et al. 2021; Tyson 2024). Lessons emphasize observation, investigation, artistic processes, and authentic application before abstract analysis, encouraging students to develop conceptual understanding, creativity, collaboration, and critical thinking.

Agriculture and environmental stewardship provide interdisciplinary learning experiences through school gardens and community partnerships, connecting science, sustainability, economics, and responsible stewardship.

Student learning is demonstrated through portfolios, research papers, projects, scientific investigations, performances, presentations, practical demonstrations, exhibitions of learning, and traditional assessments. Faculty continuously refine curriculum and instruction through PLC collaboration,

instructional coaching, and ongoing professional development to ensure alignment with Utah standards, current research, and student needs.

d. Explanation of the proposed graduation requirements and their alignment with the current graduation requirements for the state of Utah.

AFCHS graduates will meet or exceed all graduation requirements established by the Utah State Board of Education. Students must earn a minimum of **28 credits**, including all required Utah coursework in English Language Arts, mathematics, science, social studies, health, physical education, the arts, Career and Technical Education (CTE), digital studies, financial literacy, and electives.

Consistent with its educational model, AFCHS exceeds state minimum requirements by requiring **4 science credits, 4 social studies credits, 2 CTE credits, and 2 Work-Study credits**. These additional requirements ensure every student participates in career exploration, applied learning, and authentic workplace experiences before graduation.

The master schedule also provides flexibility for students to earn up to **32 credits**. Additional elective periods may be used for expanded coursework, internships, work-study, early college credit, intervention, credit recovery, or released time, allowing students to personalize their educational pathway while meeting graduation requirements.

Freshman Year				Required Electives	Optional Electives
Quarter 1	Quarter 2	Quarter 3	Quarter 4	*Tech as a Tool 0.5	(Choose 2)
Intro Earth Sci	Intro Physics	Intro World History	Intro World Geography	PE: Fit for Life 0.5	PE 0.5
				Arts 0.5	Arts 0.5
*Tech as a Tool for Life	*CTE Elective	Elective	Elective	*CTE Elective 0.5	CTE Elective 0.5
Work-Based Learning	Elective	Elective		Work-Based Learning 0.25	
				32 Work-Study Hours 0.25	
Language Arts 9					
Secondary Math I					
STUDY HALL					

Sophomore Year				Required Electives	Optional Electives	
Quarter 1	Quarter 2	Quarter 3	Quarter 4	^Tech as a Tool 0.5	(Choose 2)	(FY28+ choose 3)
Intro Biology	Intro Chemistry	Intro US History	Intro Civics & Government	PE: Skills	PE 0.5	
				Arts 0.5	Arts 0.5	
*CTE Elective	Elective	Elective	Elective	*CTE Elective 0.5	CTE Elective 0.5	
Elective		Elective		Work-Based Learning 0.25		
				32 Work-Study Hours 0.25		
Language Arts 10						
Secondary Math II						
STUDY HALL				^ If not previously taken		

Junior Year				Required Electives	Optional Electives	
Quarter 1	Quarter 2	Quarter 3	Quarter 4	PE: Life Activities	(Choose up to 4)	
Adv Earth Sci	Adv Physics	Adv World History	Adv World Geography	Arts 0.5	PE 0.5	
				*CTE Elective 0.5	Arts 0.5	
*CTE Elective	Financial Lit/Business	Elective	Elective	Work-Based Learning 0.25	CTE Elective 0.5	
Elective		Elective		32 Work-Study Hours 0.25	Early College Credit	
					Work Study/ Intern	
Language Arts 11						
Secondary Math III						
STUDY HALL / Elective / Work Study						

Senior Year				Required Electives	Optional Electives	
Quarter 1	Quarter 2	Quarter 3	Quarter 4	*LA Elective	(Choose up to 6)	
Adv Biology	Adv Chemistry	Adv US History	Adv Civics & Government	Arts 0.5	PE 0.5	
				*CTE Elective 0.5	Arts 0.5	
*CTE Elective	Health	*LA Elective	*LA Elective	Work-Based Learning 0.25	CTE Elective 0.5	
Elective	Elective	Elective	Elective	32 Work-Study Hours 0.25	Early College Credit	
Elective		Elective			Work Study/ Intern	
STUDY HALL / Elective / Work Study						

e. A description of any special programs such as CTE, distance or online education, community partnerships, etc.

AFCHS offers several integrated programs that extend learning beyond the traditional classroom.

Grade-Level Cohorts: Students remain in stable cohorts for many core classes throughout grades 7–12, fostering strong relationships, personalized mentoring, and a supportive learning community.

Career and Technical Education (CTE): Students participate in career-connected learning through pathways such as agriculture, entrepreneurship, skilled trades, and environmental stewardship, with opportunities to earn industry-recognized credentials.

Work-Study Program: All students complete supervised work-study experiences that develop workplace skills, leadership, professionalism, and responsibility through school-based and approved community placements.

Community Partnerships: Partnerships with local businesses, nonprofit organizations, skilled trades professionals, and organizations such as Hedgerow Hill Farm provide authentic learning experiences, career exploration, and community mentorship.

Agriculture and Environmental Stewardship: School gardens, farm partnerships, and environmental studies integrate science, sustainability, and food systems while supporting hands-on learning.

Technology as a Tool for Learning: Students develop digital literacy and responsible technology use to support research, collaboration, communication, and productivity while maintaining a balance with hands-on learning and human relationships.

3. Provide a 2-3 page detailed description of the research-based or evidence-based cited instruction for special populations that will be provided to students as required by federal law (ie, students with disabilities, multilanguage learners, students who are economically disadvantaged, students who are migrant, etc.)

AFCHS will provide equitable access to rigorous instruction for all students, including students with disabilities, multilingual learners, economically disadvantaged students, migrant students, students experiencing homelessness, and advanced learners. The school will comply with IDEA, Section 504, the ADA, ESSA, Titles I and III, McKinney-Vento, and applicable Utah State Board of Education requirements.

Instruction will use Universal Design for Learning (UDL), differentiated instruction, scaffolding, explicit instruction, inquiry-based learning, collaboration, arts integration, hands-on investigation, and varied assessments to give students multiple ways to access content and demonstrate mastery (CAST 2024). Teachers will use PLCs to review student data, monitor progress, and adjust instruction.

Students with disabilities will receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) through IEPs, Section 504 Plans, specially designed instruction, accommodations, assistive technology, related services, and transition planning. Beginning no later than age thirteen, transition planning will address postsecondary education, employment, independent living, and community participation.

AFCHS will implement a Multi-Tiered System of Supports (MTSS) to provide academic, behavioral, and social-emotional interventions. Tier I includes high-quality instruction and universal supports; Tier II

provides targeted small-group intervention, mentoring, counseling, and attendance or behavior supports; and Tier III provides intensive individualized intervention, behavior plans, special education services, and coordinated wraparound supports. Progress will be monitored through assessment data, attendance, behavior records, and teacher observations (National Center on Intensive Intervention 2023).

Multilingual learners will be identified and served using state-approved procedures and annual WIDA assessments. Teachers will support language development through visual supports, modeling, academic vocabulary instruction, structured conversation, cooperative learning, writing support, and experiential instruction. These practices align with evidence-based recommendations for English learners in content-area instruction (Baker et al. 2014).

Students experiencing economic disadvantage, homelessness, or mobility will receive barrier-free access to academic programs, CTE, work-study, transportation, technology, meals, and student support services. Students experiencing homelessness will receive immediate enrollment, educational stability, and coordinated services under McKinney-Vento. Migrant and highly mobile students will receive academic planning, progress monitoring, and credit-recovery support as needed.

Advanced learners will receive differentiated opportunities for independent research, advanced projects, leadership, mentorships, and deeper interdisciplinary inquiry. Families will be included as partners in IEPs, 504 plans, language supports, intervention planning, transition planning, and student progress monitoring.

Faculty will receive ongoing professional learning in UDL, MTSS, special education, English language development, trauma-informed instruction, restorative practices, data-informed decision-making, and Waldorf-inspired pedagogy. Through these systems, AFCHS will ensure that students with diverse learning needs receive both access to grade-level instruction and the individualized support necessary for success.

4. Provide a 2-3 page market analysis. A market analysis should be a qualitative and quantitative analysis of the educational market near a proposed charter school, including:

a. Justification of why the proposed school is needed in the selected location, and what sets it apart from other schools in the proposed location.

Northern Utah County is one of Utah's fastest-growing regions. The Kem C. Gardner Policy Institute estimates Utah County added approximately 15,900 residents between 2024 and 2025, accounting for more than one-third of Utah's statewide population growth (Kem C. Gardner Policy Institute 2025).

Despite numerous district and charter school options, Utah currently has no public Waldorf-inspired secondary school serving grades 7–12. Students attending Waldorf-inspired elementary schools must leave the model during adolescence because no public continuation exists. AFCHS fills this gap by providing Utah's first public Waldorf-inspired grades 7–12 program, expanding educational choice rather than duplicating existing schools. Because adolescence represents a pivotal developmental stage, maintaining continuity through grades 7 and 8 allows students to remain in an educational

model intentionally designed for their developmental needs rather than transitioning away during this critical period.

b. The proposed school's target demographics, including the population and development trends in the area.

AFCHS will serve students throughout Utah County and neighboring communities, with primary enrollment from:

- Waldorf-inspired elementary and middle school families seeking a continuous grades 7–12 pathway.
- Families seeking an alternative to traditional secondary schools.
- Students interested in arts-integrated, experiential, and career-connected learning.
- Students who benefit from smaller learning communities and strong teacher relationships.

Utah County added approximately 15,914 residents between July 2024 and July 2025—about 36% of Utah's total population growth—with continued expansion concentrated in northern Utah County (Kem C. Gardner Policy Institute 2025). Long-term population growth, combined with existing feeder schools and planned transportation, provides a sustainable enrollment base.

c. Performance and models of nearby competing public schools (district and charter).

Utah County offers high-quality district and charter schools representing comprehensive, classical, college-preparatory, STEM, and leadership models, including Provo High, Timpview High, Orem High, American Leadership Academy, Karl G. Maeser Preparatory Academy, Freedom Preparatory Academy, and Merit Academy.

AFCHS complements these schools by offering a model not currently available in Utah public education: a Waldorf-inspired grades 7–12 program integrating arts, experiential learning, agriculture, Career and Technical Education, structured work-study, and stable grade-level cohorts.

d. The proposed school's forecasts, along with supporting data.

AFCHS projects opening with approximately **225 students** in grades 7–12 and growing to a maximum enrollment of **500 students** within five years.

Enrollment is expected from:

- Waldorf-inspired feeder schools;
- Students transferring from district, charter, private, and homeschool programs;
- Families relocating to northern Utah County.

These projections are supported by regional population growth, existing feeder relationships, transportation planning, and the school's unique educational model.

e. Any risks, barriers, or regulations that may impact a proposed school's success.

The governing board has identified four primary risks:

- **Facilities:** Continue pursuing adaptive reuse and phased facility expansion.

- **Transportation:** Locate near UTA corridors and operate school bus routes serving major feeder communities.
- **Specialized Staffing:** Recruit through partnerships with the Alliance for Public Waldorf Education and AWSNA while providing ongoing professional development.
- **Enrollment:** Support sustainable growth through established feeder relationships, community outreach, transportation access, and conservative financial projections.

References

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Telfer-Radzat, K. 2024. "Student Achievement in Waldorf-Inspired Charter Schools: A Comparison on Three Levels." *Frontiers in Education*. <https://doi.org/10.3389/feduc.2024.1323535>.

Tyson, Ruhi. 2024. *Waldorf Education: A Survey of Empirical Research*. University West, Sweden.
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Governing Board:

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

Name:	Position on Board:	Area of Expertise:	Any Previous or Current Charter Affiliation:
Susan McDonald	Board President	Teacher	Mountain Sunrise Academy, Wasatch Charter School, Ignite Entrepreneurship Academy
Sara Archibald	Secretary	Non-Profit	Mountain Sunrise Academy

Marta Barlow	Treasurer	Accounting and business management	Mountain Sunrise Academy, Good Works Academy, American Preparatory Academy, Odyssey Charter School,
Thesa Callinicos	Voting Member	Waldorf Pedagogy, School Founding	Lamborn School, North Fork School of Integrated Studies
Christian Swenson	Voting Member	Waldorf Pedagogy/Education/Founding Board	Mountain Sunrise Academy
Carrie Schippers	Voting Member	Parent	Mountain Sunrise Academy
Alysha Milligan	Voting Member	Parent	Mountain Sunrise Academy

Required Attachments:

Appendix A: Background Information Sheet

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

Name:

Susan McDonald

Position on Board:

Board President

Area of Expertise:

Waldorf Pedagogy; Classroom Teacher

Statement of Intent Regarding Role on the Board:

Susan has served as the Board President since July 2025. She was an integral part of the Founding Advisory Committee before Azure Fields Charter High School Incorporated in May of 2024. She plans to remain on the Board and serve a full 1-3 year Term when we become operational.

Not-for-Profit History Relevant to Board Role:

Scout Committee Chair –Troop 1007 – Traverse Mountain, Utah 1st Ward 2016-2017
Church Primary President -Supervising the Curriculum, Teachers, Programs and Activities in the Sunday School Program for 130 Children Nursery Age to 12 Years of Age 2009-2012
Church Relief Society Second Counselor –Assisting in the Church Women's Organization. Overseeing Sunday Teachers and Music. 2007-2009

Employment History Relevant to Board Role:

Honeycomb Cottage Homeschool Cooperative, 2331 W. Stonehaven Loop, Lehi, UT, 84048, 6th Grade Waldorf Curriculum, 2025/2026 school year
Mountain Sunrise Academy, 1802 E. 145 N., Saratoga Springs, Utah 84045
Director: Krystelle Rose: 801-577-8046
April 2020 - May 2025
Classroom Teacher — Waldorf-Inspired Charter School
Grades 6th, 7th, 8th Looped with the same class from 2020-2023
Grades 4th,5th Looped with the same class from 2023-2025
Ignite Entrepreneurship Academy – Charter, 1650 W. Traverse Terrace Dr., Lehi, Utah 84043
Executive Director: Heidi Long: 801-901-8515
April 2017 – 2020
Special Education ParaEducator – Pull-Out Program
Wasatch Charter School, 1458 E. Murray Holladay Rd., Holladay, Utah 84017
Executive Director: Emily Merchant: 801-871-3950
July 2015 – June 2016
Classroom Teacher 5th Grade – Waldorf-Inspired Charter School
School 1 - Smythe Academy, 2781 Northgate Blvd., Sacramento, CA 95835
Principal Kirk Fujikawa: 916-263-8466; Teacher: Beth Castello: Phone # Unknown
Jan. 2008 – June 2011
Special Education ParaEducator: Special Day-Self-Contained Classroom for Students with Mild Mental Retardation: 4th-6th Grades
School 2 - Castori Elementary, 1801 South Ave., Sacramento, CA 95815
Principal Patrick Birdsong: 916-263-8355; Teacher: Hillary Beckmeyer: 1-530-680-4554
Jan. 2008 – June 2011

Special Education ParaEducator: Special Day-Self-Contained Classroom for Students with Mild Mental Retardation: 4th-6th Grades
 Banyon Creek Elementary, 2775 Millcreek Dr., Sacramento, CA 95833
 Principal Linda Wilkinson: 916-567-5600
 Psychologist Jerry Kuzla: 916-723-6742
 Feb. – May 2007
 Long-Term Substitute Teacher for Learning Center Coordinator and Pull - Out Program RSP/Other Special Education
 Twin Lakes Elementary, 5515 Main Ave., Orangevale, CA 95662
 Principal: 916-986-2243
 Jan. – Feb. 2007
 Intersession Tutoring
 Heron Elementary School, 5151 Banfield Dr., Sacramento, CA 95835
 Principal Susan Smith 916-567-5680
 Nov. – Dec. 2006
 Long Term Substitute for 4th Grade Classroom Teacher
 Frontier Elementary, 6691 Silverthorne Circle, Sacramento, CA 95834
 Principal: 916-566-1840
 Sep. 1995 – Jun. 1996
 Long Term Substitute for Computer Class Teacher
 Colfax Elementary School, P.O. Box 699/24825 Ben Taylor Rd., Colfax, CA 95713
 Superintendent/Principal: Alan Shuttleworth: 530-346-2202
 Aug. 1992– Jun. 1994
 4th Grade Classroom Teacher
 West Wendover Elementary School, Multiple Grades K-6th, P.O. Box 2400/2000 Elko Ave., Wendover, NV 89883
 Principal Michael Jensen: 775-738-5196
 Aug. 1991 – Jun. 1992
 English As A Second Language Teacher
 Emigrant Gap Elementary School, One Room School House K-6th, P.O. Box 958, Alta Dutch Flat, CA 95701
 Superintendent/Principal: Penny Fox: 530-389-8225
 Feb. – Apr. 1990
 Long-Term Substitute

Education History Relevant to Board Role:

1981 - 1989: Brigham Young University, Provo, UT B.S. Elementary Education Minor English

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

Applicant's Signature:


Susan Merle McDonald (Jul 2, 2026 14:19:12 MDT)

Date:

Jul 2, 2026

Name:

Sara Archibald

Position on Board:

Secretary

Area of Expertise:

Non-Profits

Statement of Intent Regarding Role on the Board:

Sara has served on the Azure Fields Charter High School Founding Board since May 2024, initially as Treasurer and currently as Secretary. Upon the school's approval and opening, she will continue serving on the Governing Board as Secretary for a four-year term. As a Waldorf parent and educator, Sara is committed to helping establish a strong governance foundation for Azure Fields while supporting the school's mission to develop the human capacity for goodness, beauty, and truth. She is dedicated to maintaining effective board operations, ensuring sound governance practices, and fostering a collaborative relationship between the Governing Board, school leadership, families, and the broader community.

Not-for-Profit History Relevant to Board Role:

Sara has served on the Founding Board of Azure Fields Charter High School for more than a year, first as Treasurer and currently as Secretary, helping guide the school's development through the charter application process. She has previous experience serving on other 501(c)(3) nonprofit organizations, where she organized community events and supported organizational initiatives. Her nonprofit service has provided valuable experience in board governance, meeting administration, financial oversight, volunteer coordination, and community engagement.

Employment History Relevant to Board Role:

Sara has experience teaching in a private Waldorf educational setting, giving her firsthand knowledge of Waldorf philosophy, child development, and experiential learning practices. As both a Waldorf educator and parent, she brings an important perspective on maintaining fidelity to the school's educational model while supporting student success and family engagement. Her board leadership experience has further strengthened her organizational, administrative, and governance skills that are essential to the role of Board

Secretary.

Education History Relevant to Board Role:

Bachelor of Science in Computer Information Technology, Brigham Young University–Idaho (2010).
Sara's combination of technical education, Waldorf teaching experience, nonprofit board leadership, and long-term commitment to Waldorf-inspired education provides a valuable blend of organizational, governance, and educational expertise to the Azure Fields Charter High School Governing Board.

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Applicant's Signature:

Sara Archibald
Sara Archibald (Jul 2, 2026 15:06:26 CDT)

Date:

Jul 2, 2026

Name:

Marta Barlow

Position on Board:

Treasurer

Area of Expertise:

Accounting and Waldorf Pedagogy

Statement of Intent Regarding Role on the Board:

Marta currently serves as Board Treasurer and will be hired as an administrative assistant in our pre-operational year and as a part of the support staff once we are operational

Not-for-Profit History Relevant to Board Role:

National Junior Honors Society (2 consecutive years)	1973-1975
Civil Air Patrol, Safety Officer	2015-2016
Kappa Delta Phi, Chapter Treasurer (4 consecutive years)	2014-2018
Community Solutions & Sales HOA Officer (2 consecutive years)	2018-2020

Employment History Relevant to Board Role:

Progressive Plumbing & Piping Inc. Springville, Utah December 2014 – June 2016 **Payroll Clerk**
Liberty Tax Service Sandy, Utah January 2012 – June 2016 (Tax Season-from January to April) **Certified Income Tax Preparer**
Odyssey Charter School American Fork, Utah June 2016 – February 2019 **Elementary Teacher Grade 2 – core subjects**
Studies Weekly Orem, Utah February 2019 – February 2020 **Senior Editor/Curriculum Specialist – writing and designing lesson plans for teachers**
Mountain Sunrise Academy **Elementary Teacher Grades 1, 3; Assessment Specialist; Literacy Specialist; ELL Specialist; Reading Aide** March 2020 – May 2024

Education History Relevant to Board Role:

Western Governors University Arts – English Language Learning	Salt Lake City, Utah	August 2016 – July 2018	Master of
Western Governors University Arts – Interdisciplinary Studies	Salt Lake City, Utah	January 2013 – April 2015	Bachelor of
Salt Lake Community College Taylorsville, Utah Management – Accounting Oriented		March 1977 – August 1978	Business

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Applicant's Signature:

Date:

Name:

Thesa Callinicos

Position on Board:

Voting Member

Area of Expertise:

Waldorf Education and Pedagogy; School Founder

Statement of Intent Regarding Role on the Board:

Thesa Callinicos grew up in South Africa of Greek parents. She trained extensively in Waldorf Education. She's founded two Waldorf Schools and works as a Waldorf Teacher with Gradalis Teacher Training.

Not-for-Profit History Relevant to Board Role:

School Founder - Lamborn School

Paonia, Colorado 1973

School Founder - North Fork School of Integrated Studies

Paonia, Colorado 2015

Employment History Relevant to Board Role:

Lamborn School Founding Teacher Paonia, Colorado 1973-1984

Honolulu Waldorf School Honolulu, Hawaii 1984 - 1990

Shining Mountain Waldorf Boulder Colorado 1990 - 1993

Denver Waldorf School Denver, Colorado 1994-2002

Boulder Waldorf School Boulder, Colorado 2003 - 2011

Homeschool group and Teacher Study 2011 - 2015

North Fork School of Integrated Studies Paonia, Colorado 2015 - 2023

Education History Relevant to Board Role:

Bachelor's Degree - Teaching - Normal College

Johannesburg, South Africa

Waldorf Teacher Training - Emerson College

Sussex, England

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Applicant's Signature:



Tresa Caminos (Jul 2, 2026 14:13:14 MDT)

Date:

Jul 2, 2026

Name:

Christian Swenson

Position on Board:

Voting Member

Area of Expertise:

Waldorf Pedagogy; Classroom Teacher; Post-secondary Education Teacher

Statement of Intent Regarding Role on the Board:

Christian has been a part of the founding board since May 2024 and was a part of The Founding Advisory Committee before Azure Fields incorporated. He is now the Public Relations Representative and leads Waldorf/Steiner Study Trainings for the Board at each Board Meeting in accordance with our bylaws.

Not-for-Profit History Relevant to Board Role:

Founding Board Member | *2017 – 2020*
Mountain Sunrise Academy, Utah Waldorf Charter School

Employment History Relevant to Board Role:

Classroom Teacher | *June 2022 – May 2024*
Mountain Sunrise Academy (Utah Waldorf Charter School)
Adjunct Instructor | *June 2019 – Winter 2025*
Brigham Young University, Provo, UT
Adjunct Instructor | *January 2020 – Summer 2025*
Utah Valley University, Orem, UT

Education History Relevant to Board Role:

PhD Candidate in Historical and Cultural Studies of Religion | Fall 2025-Current
Graduate Theological Union, Berkeley, CA
Master of Arts in Comparative Studies | June 2019

Brigham Young University, Provo, UT
Bachelor of Science in Philosophy | May 2015
Westminster College, Salt Lake City, UT

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Applicant's Signature:

Date:

Name:

Carrie Schippers

Position on Board:

Voting Board Member

Area of Expertise:

Parent

Statement of Intent Regarding Role on the Board:

Carrie has served as a Voting Member of the Azure Fields Charter High School Founding Board since May 2024. As a parent who has long desired expanded Waldorf-inspired educational opportunities for Utah families, she is committed to helping ensure the long-term success of Azure Fields Charter High School. She plans to continue serving on the Governing Board for a full term of one to three years following the school's opening, providing the perspective of a parent while supporting the school's mission to develop the human capacity for goodness, beauty, and truth. Carrie is dedicated to fostering a strong school community where students and families can thrive.

Not-for-Profit History Relevant to Board Role:

Carrie has served as a volunteer leader with local youth organizations for more than fifteen years (2010–Present), mentoring and supporting youth ages 12–18 through leadership development, service activities, and community engagement. She has also volunteered extensively within school communities and has served on the Azure Fields Charter High School Founding Board since May 2024. Her nonprofit and volunteer experience has strengthened her skills in relationship building, youth mentorship, event support, and collaborative leadership.

Employment History Relevant to Board Role:

Carrie brings extensive experience as a parent leader, community volunteer, and youth mentor. She has spent countless hours supporting youth through church leadership responsibilities and volunteering in school settings. Through her ongoing involvement with Waldorf-inspired education and school communities, she offers valuable insight into the needs of students and families and understands the importance of building a strong educational culture. Her experience provides an important parent

perspective that helps guide board decisions with students' long-term success and well-being in mind.

Education History Relevant to Board Role:

Carrie's qualifications for board service are grounded in her years of leadership in youth organizations, active participation in Waldorf-inspired education, service on the Azure Fields Founding Board, and extensive volunteer work supporting children, families, and school communities. She is committed to continuing her governance, Waldorf, and charter school training as part of her ongoing board service.

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Applicant's Signature:

Date:

Name:

Alysha Milligan

Position on Board:

Voting Board Member

Area of Expertise:

Parent

Statement of Intent Regarding Role on the Board:

As a parent of current Mountain Sunrise Academy students and a strong supporter of Waldorf-inspired education, I am committed to helping Azure Fields Charter High School provide a meaningful secondary education option for Utah families. I hope to contribute my professional experience in workforce development, enterprise learning, business partnerships, and community engagement to help students successfully transition from school into careers and higher education. I believe students should be prepared not only academically but also with the adaptability, practical skills, and character needed to thrive in a rapidly changing, AI-driven workforce. I am committed to serving as an active, collaborative board member, participating in required governance and Waldorf training, and representing the school's mission to develop the human capacity for goodness, beauty, and truth.

Not-for-Profit History Relevant to Board Role:

Alysha has extensive experience volunteering within Waldorf-inspired school communities. As a parent at Mountain Sunrise Academy, she regularly volunteers at school events, Forest Days, field trips, and community activities, often serving alongside her husband. She is passionate about supporting educational communities through active service and family involvement. Her previous work collaborating with Workforce Development Boards, community organizations, the U.S. Department of Veterans Affairs, and Departments of Corrections across multiple states has also provided significant experience working with public-serving and nonprofit-focused organizations dedicated to education, workforce readiness, and community development.

Employment History Relevant to Board Role:

Alysha currently serves as an **Advanced Specialist, Client Partner** with Pearson Education's Global Enterprise Sales, Enterprise Learning & Skills division, bringing more than fourteen years of professional experience in workforce development, enterprise education, client partnerships, and organizational collaboration. Her work focuses on helping organizations develop talent pipelines and prepare individuals with the skills needed for today's evolving workforce.

Previously, she worked as a Speech Aide for the Salt Lake City School District while completing her undergraduate studies, providing speech therapy services to approximately eighty elementary students annually across two schools. Earlier in her career, she collaborated with the U.S. Department of Veterans Affairs, Workforce Development Boards, correctional systems, and community organizations to develop education and workforce pathways for veterans and returning citizens.

Alysha also co-owned and managed a small business where she developed marketing campaigns, social media content, public relations efforts, and business development strategies, providing firsthand experience in entrepreneurship, communications, and financial management.

Education History Relevant to Board Role:

Bachelor of Arts in Communication Sciences and Disorders, University of Utah.

In addition to her formal education, Alysha has developed extensive professional expertise in workforce development, enterprise learning, community partnerships, business management, and educational support through more than fourteen years of industry experience and continued engagement with Waldorf-inspired education as both a parent and volunteer.

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Applicant's Signature:

Date:

Appendix B.

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

1. 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.
2. To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.
3. To 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.
4. To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."
 1. 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;
 2. 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;

3. 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)

Christian Swenson
931 E Bearing Drive, Apt D308
Saratoga Springs, UT 84045

VOTING MEMBER (2)

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

VOTING MEMBER (3)

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

Tiffany Manoukian
910 W Red Oaks Drive
Murray, Utah 84222

VOTING MEMBER (1)

Christian Swenson

931 E Bearing Drive, Apt D308
Saratoga Springs, UT 84045
VOTING MEMBER (2)

Krystelle Rose
3174 S Deer Canyon Dr
Saratoga Springs, UT 84045
VOTING MEMBER (3)

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, Christian Swenson, 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

Sara Archibald

Tiffany Manoukian

Christian Swenson

Krystelle Rose
Carrie Schippers

Carrie Schippers



STATE OF UTAH
DEPARTMENT OF COMMERCE
DIVISION OF CORPORATIONS & COMMERCIAL CODE
PO BOX 146705
SALT LAKE CITY UT 84114-6705

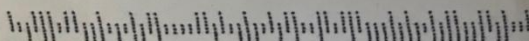
May 31, 2024

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Certificate of Registration

Entity Type: Corporation - Domestic - Non-Profit
Entity Number: 14011302-0140
Issue Date: May 28, 2024
Access Code #: 7359395

AZURE FIELD CHARTER HIGH SCHOOL
CAROL ANN GREGORY
1460 E 330 S
PROVO UT 84606



CERTIFICATE OF REGISTRATION



State of Utah
Department of Commerce
Division of Corporations & Commercial Code

This certifies that this entity has been filed & approved and has been issued a registration number in the office of the Division and hereby issues this Certification thereof.

Adam Watson

ADAM WATSON
Division Director

Appendix C.
Azure Fields Charter High School
Governing By-Laws

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[Article II: Offices](#)

[Article III: Board of Directors](#)

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[Section E. Conflict of Interest.](#)

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[Section A: Maintenance of Records](#)

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[Section D: Accessibility of Records](#)

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[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 seven (7) 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:

1. 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.
2. 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.
3. 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.
4. 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.
5. The Board member elected to Board President position should have experience in administration, budget management, personnel management, and conflict resolution.
6. 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.

- a. The Board President and Vice President must be appointed out of the other Board Positions, including Secretary, Treasurer, Public Relations Representative, or Voting Members.

- b. 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.
 - a. The Board President will serve for one 5-year term.
 - b. The Vice President will serve for one 3-year term.
 - c. The Treasurer will serve for one 4-year term.
 - d. 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:

1. Ensuring compliance with the Charter and all relevant laws and regulations.
2. Hiring, evaluating, and supporting the School Leader (Executive Director).
3. Approving the annual budget and overseeing financial matters.
4. Setting academic policies and goals for the Charter School.
5. 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.

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 21, 2024**

MEMBERS PRESENT:

Carol Gregory
Blaire Watanabe
Tiffany Manoukian
Sara Archibald
Carrie Shippers
Chalice Maddox
Christian Swenson
Dena Ross

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	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 a part 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. 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.	<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> <i>Bylaws were approved.</i>
Carol	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	<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</i> <i>Thursday evening AF library 5-7pm.</i> <i>Sara and Christian can help Carol on Saturday American Fork Library 1-3pm</i>

	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. 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. Blaire 3A, 3B carol suggests to add documented sources for that information in section 3B 3C Dena demographic information. 3D still needs work 3E restatement of the last statement and summary of the whole application. Final editing could be another committee Proposal needs to be completed by next week!	
Carol	Finish Mission Statement The board read through Waldorf alliance core principles. https://www.publicwaldorf.org/core-principles 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 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. Worked on melding two drafts into one. Too much fostering in the statement. Micah likes the phrase graduates emerge ready to lead. Sara added comments for edits. Carrie added comments for edit. Christian added grammar comments. 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.	<i>Carol suggested memorizing the mission statement.</i>
Adjournment	Next meeting is May 28th at 7pm on zoom	8:55pm

Signature:

Email:

Signature: *mbarlow*
Marta Barlow (Jul 2, 2026 10:39:06 MDT)

Email: marta.barlow@azurefields.org

Signature: *Carrie Schippers*
Carrie Schippers (Jul 2, 2026 10:34:19 MDT)

Email: carrie.schippers@azurefields.org

Signature: *Alysha Milligan*
Alysha Milligan (Jul 2, 2026 15:13:37 MDT)

Email: alysha.milligan@azurefields.org

Signature:

Email:

Signature: *Christian Swenson*
Christian Swenson (Jul 2, 2026 14:04:36 MDT)

Email: christian.swenson@azurefields.org

Signature:

Email:

Signature Required 7-12 grade Proposal Application for SCSB (1)

Final Audit Report

2026-07-02

Created:	2026-07-02
By:	CAROL GREGORY (c.ann.gregory@gmail.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAQ9MuFr0zrl-kulPZU6xkpCUrdjgSxrE

"Signature Required 7-12 grade Proposal Application for SCSB (1)" History



Document created by CAROL GREGORY (c.ann.gregory@gmail.com)

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Document e-signed by CAROL GREGORY (c.ann.gregory@gmail.com)

Signature Date: 2026-07-02 - 9:24:50 PM GMT - Time Source: server- IP address: 136.36.189.160 - Signature Appearance Selected: DRAW



Agreement completed.

2026-07-02 - 9:24:50 PM GMT



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