

New Charter School Proposal

COMPASS POINT

Technical Components:

Proposed Charter School Name:

Compass Point Academy

Name of Applicant(s):

Shara Darke, Heather Schumacker, Jessica Duersch, Matthew Fellows, Laurie Larsen

Authorized Agent, if applicable:

Shara Darke

Main Point of Contact:

Shara Darke

Point of Contact Phone Number:

801-244-6186

Point of Contact Email Address:

skdarke@gmail.com

Proposed Charter School Location (city/area):

South Davis County/Centerville, Farmington

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

Davis School District

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

Kindergarten through Twelfth Grade, 1625 Maximum Students

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	50	50	50	50	0	0	0	0	0	400
Year 2	75	75	75	75	75	75	75	75	75	0	0	0	0	675
Year 3	100	100	100	100	100	100	100	100	75	75	0	0	0	950
Year 4	125	125	125	125	125	125	125	125	100	75	75	50	0	1300
Year 5 +	125	125	125	125	125	125	125	125	125	100	100	100	75	1500

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

Yes, our proposed configuration matches the district resident grade configuration.

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

We are not proposing waivers, special treatment, or priority consideration allowed by statute or rule.

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: Shara Darke

Signature of Authorized Agent: 

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

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

Compass Point Academy: A Montessori School

1. Charter School Proposal

a. Mission Statement

The mission of Compass Point Academy is to provide an accessible, student-centered Montessori education that promotes academic excellence, independence, critical thinking, and lifelong learning. Through individualized instruction, hands-on learning experiences, and development of the whole child, students become responsible citizens, confident learners, and contributing members to the community.

Vision Statement

Compass Point Academy envisions a learning community where every student is empowered to reach full academic, social, and personal potential. Through authentic Montessori practices, purposeful choice, and a culture of respect and responsibility, students will develop the skills, character, and confidence necessary for success in higher education, careers, and life.

b. Alignment with the SCSB Mission and Vision

Compass Point Academy supports the mission and vision of the Utah State Charter School Board by expanding meaningful public school choice for families in South Davis County. While the area includes strong public and charter schools, there is currently no tuition-free public Montessori school serving the region. Families seeking Montessori education are often limited to private schools, which creates a financial barrier for many families. Compass Point Academy will remove that barrier by offering an authentic Montessori model within the public school system.

The school will promote educational excellence through individualized instruction, mastery-based learning, student independence, and strong family engagement. This model provides a distinctive educational option that complements, rather than duplicates, existing district and charter programs.

c. Charter School Primary Purpose

Compass Point Academy most directly fulfills the Utah charter school purpose of encouraging the use of different and innovative teaching methods.

The Montessori model uses multi-age classrooms, hands-on materials, extended work periods, individualized lessons, student goal-setting, and mastery-based progression.

Students advance according to demonstrated readiness rather than by age or seat time. Teachers serve as guides who observe student progress, provide targeted instruction, and support independence, problem-solving, and intrinsic motivation.

Research supports key elements of Montessori education, including positive outcomes in academic achievement, executive functioning, social development, independence, and student engagement. By implementing Montessori education in a tuition-free public charter setting, Compass Point Academy will make an innovative educational model accessible to a broader range of families.

d. Defining Characteristics

Compass Point Academy will be distinguished by several key characteristics. The school will provide authentic Montessori education in a tuition-free public setting; use multi-age classrooms that promote collaboration, leadership, and peer mentoring; emphasize experiential learning and mastery-based progression; provide individualized instruction through Montessori materials and teacher-guided lessons; and cultivate a school culture rooted in peace education, social-emotional growth, responsibility, and respect.

The school also intends to create a long-term educational pathway beginning with Kindergarten through Grade 6 and expanding over time into secondary grades. This will allow students and families to continue within the Montessori model beyond elementary school.

e. Expected Academic Outcomes

Compass Point Academy will measure success through academic achievement, student growth, and school culture indicators. Students will demonstrate proficiency and growth in literacy, mathematics, science, and other core academic areas as measured by Utah state assessments, benchmark assessments, and classroom-based evaluations.

The school will also measure student development in executive functioning skills such as goal-setting, self-assessment, time management, organization, and independent learning. Additional indicators of success will include strong attendance, high student engagement, positive school culture, low disciplinary incidents, and meaningful family involvement. Ultimately, Compass Point Academy expects students to become academically prepared, socially responsible, self-directed learners.

2. Educational Program

a. Educational Philosophy

Compass Point Academy is founded on the educational philosophy developed by Dr. Maria Montessori, which emphasizes individualized learning based on observing a child's needs, student independence and self-correction, hands-on instruction, mastery-based progression, and whole-child development. Montessori education is based on the belief that children learn best when they are actively engaged in purposeful work, given meaningful choices, and supported in a prepared environment designed to meet developmental needs. "The Montessori Method", along with a dozen other books, were written by Dr. Montessori herself and detail her observations and child theory created from her own experiences and observances.

Unlike traditional models that often rely on age-based pacing, Montessori education allows students to progress based on readiness and mastery. Teachers provide individualized and small-group lessons, observe student development, and guide students toward academic and personal growth. Research on Montessori education has found positive associations with academic achievement, executive functioning, concentration, independence, and student engagement.

Compass Point Academy will make this model accessible to families who may not otherwise be able to afford private Montessori education. The school will combine authentic Montessori practices with Utah academic standards and public accountability requirements.

b. Utah Core Standards

Compass Point Academy will fully align instruction with the Utah Core Standards. Curriculum maps will be developed to connect Montessori lessons, materials, and instructional sequences to required standards in English language arts, mathematics, science, social studies, and other content areas.

Students will receive instruction through direct lessons, guided practice, independent work, project-based learning, and hands-on exploration. Although students may progress at different rates, all students will receive instruction aligned with grade-level expectations and state accountability requirements.

Student progress will be assessed through classroom observation, work samples, student conferences, performance tasks, benchmark assessments, and required state assessments. Teachers will regularly review assessment data to identify student strengths, provide intervention, and offer enrichment.

c. Instructional Program and Curriculum

Compass Point Academy will initially serve Kindergarten through Grade 6, with planned future expansion into secondary grades. Instruction will be delivered through multi-age classrooms, extended uninterrupted work periods, Montessori materials, individualized lessons, small-group instruction, inquiry-based learning, project-based learning, differentiated instruction, and student goal setting.

Curriculum resources will be selected based on alignment with Utah Core Standards, Montessori principles, research support, academic rigor, and student needs. The school will use authentic Montessori materials and lessons as the foundation of instruction and will supplement with standards-aligned curriculum resources where needed to ensure full coverage of Utah standards.

Compass Point Academy will prioritize hiring qualified, licensed educators who are willing and motivated to receive Montessori training. Preference will be given to teachers who already hold Montessori credentials, but the school recognizes that the pool of certified Montessori educators is limited. Licensed teachers hired without Montessori certification will be expected to participate in approved Montessori training and work toward certification within a reasonable timeframe. The school will support this through professional development, mentoring, instructional coaching, and, when feasible, training assistance.

d. Graduation Requirements

As the secondary program develops, Compass Point Academy will align fully with Utah graduation requirements. Students will complete all required credits established by the Utah State Board of Education, including English language arts, mathematics, science, social studies, fine arts, physical education, health, career and technical education, digital literacy, financial literacy, and electives.

The secondary program will preserve Montessori principles by incorporating long-term projects, service learning, career exploration, internships, capstone experiences, and college and career readiness opportunities. These experiences will supplement, not replace, Utah graduation requirements.

e. Special Programs and Partnerships

Compass Point Academy intends to develop community partnerships with local businesses, higher education institutions, workforce organizations, and community groups throughout Davis County. These partnerships may support guest speakers, mentorships, service learning, internships, field experiences, and career exploration.

As secondary grades are added, the school may develop CTE opportunities in areas such as business, entrepreneurship, technology, health sciences, education, and skilled trades. Technology will be used strategically to support research, collaboration, digital literacy, and communication while preserving the hands-on nature of Montessori education. Distance learning tools may be used when appropriate for continuity of instruction or supplemental learning.

3. Special Populations

Commitment to Serving All Students

Compass Point Academy is committed to serving all students and will comply with the Individuals with Disabilities Education Act, Section 504, Title VI, the McKinney-Vento Homeless Assistance Act, ESSA, and all applicable federal and state requirements. The school will serve students with disabilities, multilingual learners, economically disadvantaged students, migrant students, homeless or highly mobile students, gifted learners, and other students requiring specialized services or accommodations.

The Montessori model naturally supports differentiated instruction through individualized pacing, flexible grouping, hands-on materials, and teacher observation. These features allow teachers to respond to student needs while maintaining high expectations for all learners.

Students with Disabilities

Compass Point Academy will provide a Free Appropriate Public Education to eligible students with disabilities. The school will identify, evaluate, and serve students through appropriate processes and will develop and implement Individualized Education Programs for qualifying students.

In the first year, the school anticipates hiring one full-time special education teacher to coordinate services, support compliance, provide direct instruction, and collaborate with general education teachers. Additional special education staff and related service providers will be added or contracted based on student needs.

Students with disabilities will participate in the general education environment to the greatest extent appropriate. Supports may include explicit instruction, small-group intervention, multisensory learning, direct instruction in foundational skills, accommodations, assistive technology, behavioral supports, and progress monitoring. Special education staff will collaborate with classroom teachers and families to ensure services are implemented effectively.

Multilingual Learners

Compass Point Academy will identify and support multilingual learners through state-approved screening and assessment processes. Initially, multilingual learner services may be provided through contracted providers until enrollment supports dedicated staffing.

Instructional supports may include sheltered instruction, visual supports, vocabulary development, structured academic conversations, language-rich classroom environments, small-group language instruction, and scaffolded academic tasks. Montessori materials and hands-on instruction provide natural visual and tactile supports that can help multilingual learners access academic content while developing English proficiency.

Student progress will be monitored through required language proficiency assessments and classroom-based measures.

Economically Disadvantaged Students

A central purpose of Compass Point Academy is to make Montessori education accessible to families who may not be able to afford private Montessori tuition. The school will provide a tuition-free public option and will actively seek to reduce barriers to participation.

Supports may include access to federal nutrition programs, school supply assistance when available, community referrals, family communication, academic interventions, and transportation planning where feasible. The school will monitor achievement and growth data to ensure economically disadvantaged students are making progress and receiving needed support.

MTSS and Intervention

Compass Point Academy will implement a Multi-Tiered System of Supports to identify and address academic, behavioral, and social-emotional needs. Tier 1 will include high-quality Montessori instruction aligned with Utah Core Standards for all students. Tier 2 will provide targeted small-group intervention for students needing additional support. Tier 3 will provide intensive individualized intervention for students with significant needs.

Data from classroom assessments, benchmark assessments, observations, and state assessments will be used to guide interventions. The school will also use Universal Design for Learning principles, differentiated instruction, and positive behavioral supports to increase access and engagement.

Additional Student Supports

Compass Point Academy will comply with all requirements related to migrant students, homeless students, and highly mobile students. The school will designate appropriate staff to support identification, enrollment, records transfer, community referrals, academic intervention, and family outreach. Students experiencing homelessness or mobility will be enrolled promptly and provided access to required services without unnecessary barriers.

Family engagement will be a core support strategy. The school will provide regular communication, parent-teacher conferences, progress updates, parent education opportunities, volunteer opportunities, and community partnerships to support student success.

4. Market Analysis

a. Need for the Proposed School

Compass Point Academy is proposed as a tuition-free public charter school serving South Davis County, including Farmington, Kaysville, Fruit Heights, Bountiful, Woods Cross, and North Salt Lake. The school is needed because families in this region have access to district and charter options, but not to a tuition-free public Montessori school.

Montessori education is often available only through private schools, which creates a financial barrier for many families. Compass Point Academy will address this gap by providing an authentic Montessori option within the public school system. The school is not proposed because existing schools are failing; rather, it is proposed to expand meaningful educational choice by offering a model not currently available to families in the region.

b. Target Demographics and Population Trends

Compass Point Academy will serve families seeking individualized instruction, hands-on learning, student independence, smaller learning communities, mastery-based progression, and whole-child development. The school will also serve tuition-barrier families, students who benefit from differentiated pacing, and families seeking alternatives to traditional classroom models.

South Davis County remains a desirable and growing region because of its proximity to Salt Lake City, employment opportunities, transportation access, and family-oriented communities. Davis School District serves more than 71,000 students across

approximately 96 schools, and the broader district area includes a large population of families with school-aged children. Continued residential development in Farmington, Kaysville, Bountiful, Woods Cross, and North Salt Lake supports ongoing demand for public school options.

c. Nearby School Models

South Davis County includes several district and charter school options. Nearby charter schools include:

School	City	Grades	General Model
Ascent Academies of Utah Farmington	Farmington	K–9	Traditional charter / character education
Jefferson Academy	Kaysville	K–6	Classical / academic focus
Utah Career Path High School	Kaysville	9–12	Career and technical education
Legacy Preparatory Academy	Woods Cross	K–9	College preparatory
Spectrum Academy	North Salt Lake	K–12	Specialized services / autism focus
Wasatch Peak Academy	North Salt Lake	K–6	Traditional charter

These schools provide valuable options, but none offers a tuition-free public Montessori model. Compass Point Academy will therefore fill a distinct gap in the educational market rather than duplicate an existing program.

Davis School District schools generally perform well academically and provide many strong programs. However, traditional district schools typically use age-based classrooms, district curriculum pacing, and conventional instructional structures. Compass Point Academy will provide a different model centered on multi-age classrooms, individualized lessons, hands-on materials, mastery-based progression, and student independence.

d. Community Survey and Enrollment Demand

Compass Point Academy conducted a community survey to evaluate demand for a tuition-free Montessori charter school in South Davis County. The survey received 448 responses from families with school-aged children or children entering school within the next three years.

The results demonstrate strong demand. Approximately 90% of respondents expressed interest in the proposed school, including 67% who reported being very interested and 23% who reported being somewhat interested. When asked how likely they would be to enroll if the school opened in August 2027, approximately 80% indicated they would likely or very likely enroll.

The survey also showed that only 23% of respondents reported satisfaction with their current educational setting, suggesting substantial interest in additional educational options. Responses came from all major communities in the proposed service area, demonstrating regional demand rather than interest from one city alone. The strongest demand appeared in Kindergarten through Grade 6, supporting the school's proposed initial elementary focus. Nearly 300 families requested ongoing communication, creating a strong base for future outreach and enrollment planning.

Enrollment Forecasts

Compass Point Academy's preferred growth model is to open with Kindergarten through Grade 6 and approximately 750 students, then expand into Grades 7–12 beginning in Year 3. At full enrollment, the school anticipates serving approximately 1,500 students, with 750 in K–6 and 750 in Grades 7–12.

The phased model is preferred because it allows the school to establish program quality, build staff capacity, secure appropriate facilities, and develop operational systems before expanding into secondary education. A full K–12 opening remains an alternative, but would require greater startup staffing, facility capacity, and operational complexity.

Enrollment projections are supported by community survey results, population growth in South Davis County, parent interest in Montessori education, and the absence of a tuition-free public Montessori option in the region.

e. Risks, Barriers, and Regulations

The primary risk facing Compass Point Academy is facility acquisition. The school anticipates needing approximately 35,000–40,000 square feet on 3–4 acres for the initial K–6 facility. Farmington appears to provide the strongest facility and land

opportunities, but the school will also consider other South Davis locations and may pursue new construction, lease-to-purchase, or renovation of an existing facility.

Staffing is another important consideration. Fully Montessori-certified educators may be limited, so the school will recruit licensed Utah educators who are willing to complete Montessori training. This approach allows the school to build a qualified instructional team while developing Montessori expertise over time.

Enrollment risk will be mitigated through continued community outreach, family information meetings, enrollment interest forms, and communication with the nearly 300 families who requested updates. Regulatory risk will be addressed through strong governance, compliance systems, special education procedures, financial oversight, and adherence to all state and federal charter school requirements.

Market Analysis Conclusion

Compass Point Academy is positioned to address a clear gap in South Davis County's educational market. The region has strong public schools and several charter options, but no tuition-free public Montessori school. Survey results demonstrate substantial community demand, especially for elementary grades, and the proposed school offers a distinctive model that expands educational choice. With careful facility planning, Montessori staff development, strong governance, and continued family engagement, Compass Point Academy has strong potential for long-term viability.

References

Denervaud, S., Knebel, J. F., Hagmann, P., & Gentaz, E. Montessori Education and Child Development Outcomes.

Lillard, A. S. Research on Montessori Education and Student Outcomes.

Cornell Evidence-Based Living. *What the Evidence Says About Montessori Education*.

Utah State Board of Education. *School Report Cards*.

Stanford Educational Opportunity Project. *Educational Opportunity and Academic Performance Data*.

Governing Board:

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

Name:	Position on Board:	Area of Expertise:	Any Previous or Current Charter Affiliation:
Shara Darke	President	Montessori Education	None
Heather Schumaker	Vice-President	College Professor Economics	None
Jessica Duersch	Secretary	Special Ed Teacher	Scholar Academy
Matthew Fellows	Finance	Accounting	None
Laurie Larsen	Board Member	STEM Education, Social Work	Northern Utah Academy of Math, Engineering & Sciences (NUAMES)

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:

Shara Darke

Date:

June 26, 2026

Appendix A

Appendix A: Background Information Sheet

Name:

Shara Darke

Position on Board:

President

Area of Expertise:

Montessori Education, Business Management and Administration

Statement of Intent Regarding Role on the Board:

My intent is to guide the formation and continuance of a school that provides experiential learning through the Montessori Method for an individualized and whole child-focused education. While serving in this role, I will work to increase community engagement, expand program offerings outside of typical academia, and adhere to Utah State, Charter Board, and local laws and governance to maintain compliance.

Not-for-Profit History Relevant to Board Role:

Executive Board Secretary, Utah Pacific Islander Chamber of Commerce, Lehi, UT; Office Staff, Stansbury Service Agency, Stansbury Park, UT; Fundraising Coordinator, Sandy Elementary, Sandy, UT; Assistant Administrator, Montessori Discovery Academy, Bountiful, UT.

Employment History Relevant to Board Role:

Office Staff, Stansbury Service Agency, Stansbury Park, UT; Assistant to Attorney, Huntsman/Lofgran/Walton, Midvale, UT; Head of Marketing and Community Events Coordinator, Canterbury Place, Bountiful, UT; Assistant Administrator, Montessori Discovery Academy, Bountiful, UT.
Women In Business Program Director, Youth Leadership Events Director, and Curriculum Development Director, Business Management Trainer, The Darke Group, Tooele, UT.

Education History Relevant to Board Role:

Montessori Teacher Early Childhood and Infant/Toddler Certification, UMTEP, 2003.
Orton Gillingham Basic/Condensed Course, 2007.
Everyday Entrepreneur Program Completion, SLCC, 2025.

Applicant Signature:

Shara Darke

Date:

6-26-2026

Appendix A: Background Information Sheet

Name:

Heather Schumacker

Position on Board:

Vice President

Area of Expertise:

Education

Statement of Intent Regarding Role on the Board:

I am seeking to serve on the Board of Directors as a founding member to help guide the development of a high-quality, student-centered charter school from its earliest stages. With extensive experience in curriculum design, assessment, and postsecondary alignment, I am particularly interested in helping establish a strong academic foundation that integrates rigorous content, innovative pedagogy, and meaningful real-world application.

My professional background spans K–12 enrichment, Montessori education, and higher education, giving me a unique perspective on vertically aligned learning. I have taught in a Montessori school, provided support in 2 different Montessori schools supporting interdisciplinary and experiential learning, and I have also designed and taught accelerated math programming for elementary students. These experiences inform my belief in differentiated instruction, whole-child development, and fostering intellectual curiosity from an early age.

As a Professor of Economics, I have also worked extensively to align coursework with college and career readiness expectations, including collaboration with university partners and supporting concurrent enrollment pathways. I am deeply committed to ensuring that this charter school is designed with clear pathways for student success beyond graduation.

As a board member, I will contribute to strategic planning, policy development, and accountability structures that are essential during the school's formation. I am committed to thoughtful, mission-driven governance, collaboration with stakeholders, and building an institution that reflects excellence, equity, and long-term sustainability.

Not-for-Profit History Relevant to Board Role:

My work reflects a sustained commitment to service, leadership, and community engagement across educational and nonprofit organizations, providing a strong foundation for effective board governance.

I have held leadership roles in school- and community-based initiatives, including chairing science fairs and coordinating the National PTA Reflections program at both school and regional levels. These roles required organizational leadership, stakeholder coordination, and the development of meaningful community engagement opportunities across multiple schools and districts.

For over 35 years, I have provided sustained, high-impact service to Girl Scouts, supporting the development of confident, capable, and civically engaged young women. My contributions span troop leadership, council-level planning, and mentorship, as well as connecting Salt Lake Community College faculty and students with Girl Scout programming to expand access to educational resources and strengthen community partnerships.

Through these efforts, I have mentored young individuals in leadership development, coordinated large-scale programming, and supported initiatives that emphasize civic engagement, critical thinking, and long-term community impact.

My extensive volunteer service has been recognized through the Presidential Volunteer Service Award at the Gold level, reflecting both the depth and consistency of my contributions. Collectively, these experiences demonstrate my ability to support mission-driven organizations, collaborate effectively with diverse stakeholders, and contribute to governance structures that prioritize accountability, innovation, and community impact.

Employment History Relevant to Board Role:

I currently serve as a Professor of Economics at Salt Lake Community College, where I teach courses including microeconomics, macroeconomics, economic history, and personal finance. My role involves curriculum development, assessment of student learning outcomes, and implementation of evidence-based teaching practices across multiple instructional formats.

I have extensive experience aligning curriculum across institutions, including collaboration with the University of Utah on course articulation and participation in statewide academic initiatives. This work directly informs my ability to support the development of a charter school that prepares students for seamless transitions into higher education and future careers. My governance and leadership experience includes serving as a Faculty Senator and chairing the Constitutional Review, Apportionment, and Organization committee, as well as participating in multiple institutional committees focused on policy, curriculum, and strategic planning. These roles have strengthened my ability to evaluate policy, interpret data, and contribute to complex organizational decision-making.

Earlier in my career, I worked in a Montessori school environment supporting interdisciplinary instruction, experiential learning, and early childhood development. I also created and taught accelerated math programs for elementary students, designing curriculum to challenge advanced learners and promote long-term academic growth.

In addition, I have served as a subject matter expert for major textbook publishers, developing instructional materials, assessment tools, and digital content used nationally. This work further demonstrates my expertise in curriculum development, instructional quality, and scalable educational design.

Education History Relevant to Board Role:

I hold a Master of Business Administration with graduate certificates in Finance and Economics, as well as undergraduate degrees in Accounting, Economics, and Biological Sciences.

This interdisciplinary academic background provides a strong foundation for understanding curriculum development, data-informed decision-making, and organizational strategy. My training in economics and finance supports analytical thinking and the ability to evaluate resource allocation, program effectiveness, and long-term sustainability—critical skills for board governance, particularly during the early stages of school development.

During my time at SLCC, I have completed both ACUE (Association of College and University Educators) courses—an accomplishment shared by only 26 faculty members at the college. I have also been honored with three prestigious awards:

- SLCC Teaching Excellence Award (2016–2017): Awarded the first year I was eligible.
- Second Place, Economist Educators Best in Class Teaching Award: A national competition hosted by the National Economics Teaching Association.
- Second Place, W.W. Norton Professional Development Award: Recognized for innovative teaching techniques in economics.

I have presented at multiple conference on active and engaged learning assignments, received multiple recognitions for the quality of my teaching methods and ideas, and have articles in the process of publication with the Journal for Economic Teaching.

In addition, my coursework and academic experiences emphasized quantitative reasoning, research, and applied problem-solving, which directly inform my ability to assess academic programs and student learning outcomes. My background across both STEM and social sciences also supports a holistic approach to education, allowing me to contribute meaningfully to discussions about interdisciplinary curriculum design and student engagement.

I have also engaged in extensive ongoing professional development focused on teaching effectiveness, assessment strategies, and student success. This commitment ensures that my contributions are grounded in current best practices in education and aligned with evolving expectations for college and career readiness.

Applicant Signature:



Date:

6/14/2026

Appendix A: Background Information Sheet

Name:

Jessica Duersch

Position on Board:

Secretary

Area of Expertise:

Education, Special Education, Teacher Training, Professional Development, Student Behavior and Mental Health Supports, Parent Education

Statement of Intent Regarding Role on the Board:

I desire to serve on the governing board of Compass Point support the development of a high-quality educational environment that promotes academic achievement, individualized learning, and student success. Through my experience in public education, special education, teacher training, and parent education, I hope to contribute to the school's governance, academic oversight, and commitment to serving diverse student populations. I am particularly interested in helping ensure that all students, including those with disabilities and those who are academically at risk, have access to meaningful educational opportunities and supports.

Not-for-Profit History Relevant to Board Role:

Extensive experience working with nonprofit and community organizations focused on education, child development, and family support. I served as a member of the Region 7 Children's Mental Health Council in Idaho, collaborating with community partners on mental health awareness, suicide prevention, early intervention services, and family outreach. I also participated in the Life's Worth Living Coalition in Tooele County, supporting community outreach and suicide prevention initiatives. Through PTA leadership positions at Overlake Elementary, I coordinated family engagement and educational events. I have also developed and managed grant-funded programs serving at-risk youth and families.

Employment History Relevant to Board Role:

More than twenty-five years of experience in education and professional development.

Current positions include:

- Online Instructor, BYU Pathway Worldwide / BYU-Idaho (2021–Present)
- Professional Learning Specialist, Education Staffing Solutions (2019–Present)
- Guest Teacher, Tooele County School District (2014–2021; 2024–Present)

Recent education experience includes:

- Special Education Teacher (SEB K-2), Tooele County School District (2023–2024)
- Online Special Education Teacher, Digital Education Center (2021–2022)

Previous positions include:

- Adjunct Faculty, BYU-Idaho
- Second Grade Teacher, Jefferson School District #251
- Behavior Consultant, Madison School District #321
- Sixth Grade Teacher, Granite School District
- Kindergarten Teacher, IHC Child Development Center

Throughout my career I have provided instruction, curriculum development, student assessment, special education services, teacher training, parent education, and behavioral intervention support.

Education History Relevant to Board Role:

- Bachelor of Science in Elementary Education with a Language Arts Emphasis, Utah State University, 1999
- Seeking Master's Degree in Special Education (Mild/Moderate), University of Utah (2022–2023)
- Utah Professional Educator License, Elementary Education Grades 1–8 (current through June 2028)
- Associate Educator License for Special Education
- Idaho Teaching License, All Subjects K–8
- Certified Positive Discipline Associate, Trainer, and Instructor
- Extensive ongoing professional development in special education, classroom management, teacher training, parent education, and student support services

Applicant Signature:

Jessica Duersch

Date:

6/25/2026

Appendix A: Background Information Sheet

Name:

Matt Fellows

Position on Board:

Treasurer/Financial Officer

Area of Expertise:

Accounting

Statement of Intent Regarding Role on the Board:

My intent is to appropriately track and safeguard school funding.

Not-for-Profit History Relevant to Board Role:

Bishopric Counsellor, The Church of Jesus Christ of Latter-day Saints

Employment History Relevant to Board Role:

Controller - Mountain West Industrial, Deputy Finance Director - Newrest USA LLC

Education History Relevant to Board Role:

AAS - Accounting, LDS Business College, BS - Accounting, Western Governors University

Applicant Signature:

Matt Fellows

Date:

6/11/2026

Appendix A: Background Information Sheet

Name:

Laurie Nielsen Larsen

Position on Board:

Board Member

Area of Expertise:

STEM Education for Elementary children

Statement of Intent Regarding Role on the Board:

My experience on both a charter school board and two community councils could be valuable for this new charter school. I could take on a number of different role depending on what is needed. I want to be of assistance in a capacity that will help this new school to thrive.

Not-for-Profit History Relevant to Board Role:

I have been on the board for Northern Utah Academy of Math, Engineering, and Science (NUAMES) for the last decade.
I was on both the community councils for Reading Elementary and NUAMES.

I own a company called Mad Science of Greater Salt Lake. We do science enrichment for elementary children. Through my business, I have worked with school districts, charter schools, and private schools over the last 18 years. We do workshops, afterschool programs, assemblies, and shows covering science, technology, and engineering. I have had a working relationship with Carol Bybee for the last 17 years.

Education History Relevant to Board Role:

I have a bachelor's degree in social work. When I wanted to run my own business, I returned to school and took business classes that helped me with accounting, sales, marketing, and employee management. I have since honed my business skills. Charter schools are part school and part nonprofit business. I have experience in both.

Applicant Signature:

Lauren M. Lamm

Date:

June 17, 2026

Appendix B

ARTICLES OF INCORPORATION
OF
COMPASS POINT EDUCATION, INC.

ARTICLE I

NAME

The name of this nonprofit corporation is Compass Point Education, Inc. (the "Corporation").

ARTICLE II

DURATION

The Corporation shall exist perpetually unless dissolved in accordance with the Utah Revised Nonprofit Corporation Act, these Articles of Incorporation, the Corporation's Bylaws, and all applicable provisions of Utah law governing nonprofit corporations and public charter schools.

ARTICLE III

PURPOSES

This corporation is organized and shall be operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended, or the corresponding provision of any future federal tax law.

The specific purpose of the corporation is to establish, operate, govern, and support one or more public charter schools in the State of Utah in accordance with the Utah Charter Schools Act and applicable federal, state, local laws and undertake all lawful activities necessary or incidental to carrying out its charitable and educational purposes.

ARTICLE IV

MEMBERS

The Corporation shall have no voting members. Any action that would otherwise require approval of the members shall require only approval of the Board of Directors, as provided in the Utah Revised Nonprofit Corporation Act.

ARTICLE V

POWERS

A. General Powers

Subject to the purposes and limitations contained in these Articles of Incorporation and the Utah Revised Nonprofit Corporation Act, Compass Point Education, Inc. shall have all powers permitted to nonprofit corporations organized under the laws of the State of Utah, including, but not limited to, the following:

1. To establish, operate, manage, govern, and support one or more public charter schools authorized under Utah law.
2. To provide educational programs, services, and activities consistent with the corporation's charitable and educational purposes.
3. To receive, acquire, hold, manage, administer, invest, and expend funds and property for purposes authorized under Section 501(c)(3) of the Internal Revenue Code and consistent with the corporation's educational mission.
4. To solicit and receive gifts, grants, donations, contributions, bequests, and other lawful sources of funding from public and private entities.
5. To acquire, lease, purchase, own, construct, improve, renovate, manage, sell, exchange, mortgage, pledge, or otherwise dispose of real and personal property necessary or convenient for carrying out the purposes of the corporation.
6. To enter into contracts, agreements, leases, memoranda of understanding, and other legal instruments necessary or desirable to carry out the purposes of the corporation.

7. To borrow money and incur indebtedness for lawful corporate purposes and, in connection therewith, issue promissory notes, bonds, leases, mortgages, deeds of trust, security agreements, and other evidences of indebtedness as authorized by the Board of Directors.
8. To apply for, obtain, and maintain tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and to operate in compliance with all applicable requirements for such status.
9. To employ, appoint, compensate, and remove officers, employees, contractors, consultants, and agents as necessary to conduct the affairs of the corporation.
10. To adopt Bylaws and policies governing the operation and management of the corporation.
11. To do all lawful acts necessary, incidental, or convenient to carry out the corporation's educational and charitable purposes.

B. Powers Relating to Charter School Operations

In furtherance of its educational mission, the corporation shall have the power to:

1. Operate a public charter school in accordance with Utah law and the terms of the charter agreement.
2. Provide educational services for children, including special education services, multilingual learner services, career and technical education programs, online learning opportunities, and other educational programs authorized by law.
3. Establish partnerships with educational institutions, governmental entities, nonprofit organizations, businesses, and community organizations to support educational opportunities for students.
4. Acquire, develop, lease, finance, construct, remodel, or improve school facilities and related infrastructure necessary for charter school operations.

C. Restrictions

Notwithstanding any provision of these Articles to the contrary:

1. No part of the net earnings of the corporation shall inure to the benefit of any director, officer, incorporator, or private individual, except that reasonable compensation may be paid for services rendered to the corporation.
2. No substantial part of the activities of the corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation except as permitted under Section 501(c)(3) of the Internal Revenue Code.
3. The corporation shall not participate or intervene in any political campaign on behalf of or in opposition to any candidate for public office.

4. The corporation shall not engage in any activity that would jeopardize its eligibility for tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.
5. The corporation shall be operated exclusively for educational and charitable purposes.

ARTICLE VI

REGISTERED OFFICE AND REGISTERED AGENT

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

1735 Cerroni Dr
Tooele Utah 84074

The name of the registered agent at such address is:

Shara Darke

ARTICLE VII

INCORPORATORS

Shara Darke
1735 Cerroni Dr
Tooele UT 84074

ARTICLE VIII

BOARD OF DIRECTORS

The affairs of the Corporation shall be managed by a Board of Directors consisting of not fewer than five (5) nor more than seven (7) directors, as provided in the Bylaws.

The initial Directors are:

Shara Darke
1735 Cerroni Dr
Tooele UT 84074

Heather Schumacker
913 South 2300 East
Salt Lake City UT 84108

Jessica Duersch
1552 Candelaria Dr
Tooele UT 84074

Matthew Fellows
4835 South 3640 West
Taylorsville UT 84129

Laurie Larsen

ARTICLE IX

LIMITATION OF LIABILITY

To the fullest extent permitted by Utah law, no director, officer, employee, or volunteer of the corporation shall be personally liable for the debts, obligations, or liabilities of the corporation solely by reason of serving in such capacity.

CHARTER SCHOOL LIABILITY DISCLAIMER

The corporation itself shall be solely liable for its debts, obligations, liabilities, and financial commitments.

Neither the charter school authorizer, the Utah State Charter School Board, the State of Utah, the Utah State Board of Education, nor any agency, political subdivision, officer, employee, or agent of the State of Utah shall be liable for any debts, obligations,

liabilities, or financial commitments of the corporation, any charter school operated by the corporation, or any person acting on behalf of the corporation.

All debts, obligations, liabilities, and financial commitments incurred by the corporation shall be solely the responsibility of the corporation.

ARTICLE X

BYLAWS

The Board of Directors shall adopt Bylaws for the regulation and management of the affairs of the corporation. The Bylaws may be amended in accordance with their terms and applicable Utah law.

ARTICLE XI

AMENDMENT OF ARTICLES

These Articles of Incorporation may be amended in any manner permitted under the laws of the State of Utah, provided that no amendment shall authorize the corporation to engage in activities inconsistent with its charitable and educational purposes or with Section 501(c)(3) of the Internal Revenue Code.

ARTICLE XII

IRS COMPLIANCE

Notwithstanding any other provision of these Articles, the corporation shall not carry on any activities which are not permitted to be carried on by:

1. A corporation exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code; or

2. A corporation to which contributions are deductible under Section 170(c)(2) of the Internal Revenue Code.

The inclusion of this Article shall not require the corporation to apply for or maintain recognition as a Section 501(c)(3) organization, but shall preserve the corporation's ability to do so in the future should the Board of Directors determine that such status is in the best interest of the corporation.

ARTICLE XIII

DISSOLUTION

This corporation is organized exclusively for nonprofit purposes and does not contemplate pecuniary gain or profit to its directors, officers, or incorporators.

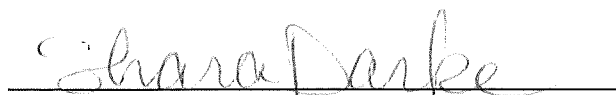
Upon dissolution of the corporation, assets held pursuant to written conditions or limitations shall be distributed in accordance with those conditions and applicable law.

After payment of all debts, liabilities, and obligations of the corporation, any remaining assets shall be distributed in accordance with Utah law governing public charter schools and nonprofit corporations. Assets shall be distributed to one or more organizations organized and operated exclusively for charitable or educational purposes under Section 501(c)(3) of the Internal Revenue Code, or to a governmental entity for a public purpose, as determined by the Board of Directors and applicable law.

IN WITNESS WHEREOF

The undersigned incorporator executes these Articles of Incorporation on this 22nd day of June 2026.

Shara Darke, Incorporator

A handwritten signature in cursive script, reading "Shara Darke", is written over a horizontal line.

REGISTERED AGENT ACCEPTANCE

I, Shara Darke, hereby consent to serve as the Registered Agent for Compass Point Education, Inc. and certify that the registered office listed in these Articles is my business address or that I am authorized to receive service of process at that address.

Shara Darke
Registered Agent

Shara Darke
Date: June 22, 2026

Appendix C

BYLAWS OF COMPASS POINT EDUCATION, INC.

ARTICLE I

Name and Purpose

Section 1.1 - Name

The name of this nonprofit corporation shall be Compass Point Education, Inc. (the "Corporation").

Section 1.2 - Purpose

The Corporation is organized under the Utah Revised Nonprofit Corporation Act and exists exclusively for charitable and educational purposes. The Corporation was formed to establish, operate, govern, support, and promote one or more public charter schools in the State of Utah. The Corporation shall operate in accordance with applicable federal, state, and local laws and may pursue any lawful activity consistent with its educational mission and charitable purpose.

ARTICLE II

Members

Section 2.1 - No Members

The Corporation shall have no voting members. Any action that would otherwise require approval of the members shall require only approval of the Board of Directors. All rights and powers that would otherwise vest in members shall vest exclusively in the Board of Directors.

ARTICLE III

Meetings of the Board of Directors

Section 3.1 - Annual Meeting

The Board of Directors shall hold an annual meeting for the purpose of electing officers, appointing directors as needed, reviewing the Corporation's performance, and conducting other business.

Section 3.2 - Regular Meetings

The Board shall meet regularly as determined by the Board. The Board shall establish a meeting schedule that complies with Utah public charter school requirements and Utah Open and Public Meetings Act requirements.

Section 3.3 - Special Meetings

Special meetings may be called by the President, the Secretary, or by any two Directors.

Section 3.4 - Notice

Notice of special meetings shall be provided at least twenty-four (24) hours in advance by email, telephone, text message, or other reasonable means of communication.

Section 3.5 - Open Meetings

All meetings shall be conducted in accordance with applicable Utah Open and Public Meetings Act laws.

ARTICLE IV

Board of Directors

Section 4.1 - General Powers

The Board of Directors shall govern the affairs of the Corporation and shall have all powers authorized by law, the Articles of Incorporation, and these Bylaws.

Section 4.2 - Specific Powers

The Board shall have the authority to:

1. Establish policies governing the school and Corporation.
2. Hire, evaluate, and terminate the Executive Director, School Director, or Principal.
3. Approve budgets and financial reports.
4. Acquire, lease, improve, or dispose of property.
5. Borrow money and incur debt on behalf of the Corporation.
6. Enter into contracts and agreements.
7. Adopt and amend policies and procedures.

8. Ensure compliance with applicable laws and charter requirements.
9. Establish committees as necessary.

Section 4.3 - Size and Composition

The Board shall consist of no fewer than five (5) and no more than seven (7) Directors.

The initial Board shall consist of:

- Shara Darke - President/Board Chair
- Heather Schumacker - Vice President
- Jessica Duersch - Secretary
- Matt Fellows - Finance
- Laurie Larsen - Board Member

Additional Directors may be elected as provided in these Bylaws.

Section 4.4 - Quorum

A majority of the currently serving Directors shall constitute a quorum. Quorum must be present to vote on any matters. Should a tied vote occur for any reason, including but not limited to absent or abstaining Directors or vacant positions, the vote shall be deferred until the issue is resolved.

Section 4.5 - Terms

Directors shall serve three-year terms and may be reelected without limitation unless otherwise determined by the Board. Terms shall be rolling terms, such that the Board can maintain stability. After the initial term served upon the opening of the first school, the terms shall come up for election as follows: Year 1, Secretary and Vice President; Year 2, President; Year 3, Finance and General Directors.

Section 4.6 - Resignation and Removal

Any Director may resign by written notice to the Board.

A Director may be removed by a minimum two-thirds (2/3) vote of the remaining Directors.

Section 4.7 - Vacancies

Vacancies shall be filled by majority vote of the remaining Directors. The mandatory positions that must be filled expeditiously upon vacancy are President, Secretary, and Finance. Other positions may remain unfilled as long as the minimum required Board members is met and the 3 required positions are filled.

Section 4.8 - Compensation

Directors shall serve without compensation, but may be reimbursed for reasonable expenses incurred while conducting Corporation business.

Section 4.9 - Standard of Care

Directors shall perform their duties in good faith, in the best interests of the Corporation, and with the care that an ordinarily prudent person would exercise under similar circumstances.

ARTICLE V

Officers

Section 5.1 - Officers

The officers of the Corporation shall consist of:

- President
- Vice President
- Secretary
- Finance

All officers must be members of the Board of Directors.

Section 5.2 - Election

Any Officer or Director position up for election shall be elected annually by the Board at the annual meeting.

Section 5.3 - Removal

Any Officer may be removed by majority vote of the Board whenever the Board determines that removal is in the best interest of the Corporation.

Section 5.4 - Vacancies

Officer and Director vacancies shall be filled by vote of the Board.

President

The President shall:

- Preside over Board meetings.
- Serve as the chief governance officer of the Corporation.
- Execute authorized documents on behalf of the Corporation.
- Perform other duties assigned by the Board.

Vice President

The Vice President shall:

- Perform the duties of the President when the President is unavailable.
- Assist the President in carrying out Board responsibilities.
- Serve as Interim President in the case of the President suddenly becoming unable to fill the role either temporarily or permanently until the next vote can be held.
- Perform duties assigned by the Board.

Secretary

The Secretary shall:

- Maintain Board minutes and records.
- Ensure compliance with public notice requirements.
- Maintain official corporate documents.
- Perform duties assigned by the Board.

Finance

The Finance Officer shall:

- Provide oversight of the Corporation's finances.
- Review budgets and financial reports.
- Monitor compliance with financial policies.
- Report financial information to the Board.
- Assist with audit and financial review processes.

ARTICLE VI

Committees

The Board may establish standing or ad hoc committees as necessary. Committees may include: Finance, Governance, Academic Excellence and Scholarship, Facilities, Fundraising or Events.

Committees shall report regularly to the Board and shall possess only those powers delegated by the Board.

ARTICLE VII

Conflict of Interest

Directors and officers shall disclose any actual or potential conflicts of interest.

The Board shall adopt and maintain a Conflict of Interest Policy consistent with Utah law and charter school requirements.

Any Director with a conflict of interest shall abstain from discussion and voting on matters involving the conflict.

ARTICLE VIII

Indemnification

To the fullest extent permitted by Utah law, the Corporation shall indemnify its Directors, officers, employees, and agents against expenses, judgments, settlements, and liabilities incurred in connection with their service to the Corporation, provided they acted in good faith and in a manner reasonably believed to be in the best interests of the Corporation.

ARTICLE IX

Fiscal Management

Section 9.1 - Fiscal Year

The fiscal year of the Corporation shall be established by the Board.

Section 9.2 - Financial Controls

The Board shall adopt financial policies and internal controls sufficient to safeguard public funds and ensure compliance with state and federal requirements.

Section 9.3 - Audit

The Corporation shall obtain annual audits as required by law.

ARTICLE X

Amendments

These Bylaws may be amended by a two-thirds (2/3) vote of the Directors then currently serving, provided that notice of the proposed amendment is given prior to the meeting at which the amendment will be considered.

ARTICLE XI

Dissolution

Upon dissolution of the Corporation, all assets shall be distributed in accordance with the Articles of Incorporation, Utah law, and applicable charter school requirements.

After payment of all lawful debts and obligations, remaining assets shall be distributed to a governmental entity or a nonprofit organization organized exclusively for charitable or educational purposes under Section 501(c)(3) of the Internal Revenue Code.

ARTICLE XII

Limitation of State Liability

The Corporation shall be solely responsible for its debts, liabilities, and financial obligations.

Neither the Utah State Charter School Board, the State of Utah, the Utah State Board of Education, nor any agency, officer, employee, or political subdivision of the State shall be liable for any debt, obligation, or financial commitment of the Corporation or any charter school operated by the Corporation.

CERTIFICATION

These Bylaws were adopted unanimously by the Board of Directors of Compass Point Education, Inc. on the 25th of June 2026. Board Members in Attendance: Shara Darke, Heather Schumacker, Jessica Duersch, Matthew Fellows, Laurie Larsen.

Shara Darke, President

Shara Darke

Date

June 26, 2026

Appendix D

Compass Point Education, Inc. - Charter School

Meeting Minutes

Thursday, June 25, 2026 at 8:11pm.

Meeting held via Zoom.

Attending: Shara Darke, Heather Schumacker, Matthew Fellows, Laurie Larsen

All members present

Also in attendance: David Darke

Shara Darke - President

- Brief introduction of Compass Point Education, Inc.
- Permission to share contact information for board of directors for future communication.
- Board members were encouraged to speak up.

1. Order of Business - Formation of Board of Directors

Motion to approve formation of Board of Directors for *Compass Point Education, Inc.* - Heather Schumacker. Seconded motion - Laurie Larsen

Voting to approve formation of Board of Directors for *Compass Point Education, Inc.*

Shara Darke - approve

Heather Schumacker - approve

Jessica Duersch - approve

Matthew Fellows - approve

Laurie Larsen - approve

Unanimous approval of the formation of Board of Directors for *Compass Point Education, Inc.*

2. Order of Business - Approval of Articles of Incorporation

Motion to approve Articles of Incorporation - Heather Shumacker. Seconded motion - Laurie Larsen.

Voting to approve Articles of Incorporation for the charter school, *Compass Point Education, Inc.*

Heather Schumacker - approve

Jessica Duersch - approve

Matthew Fellows - approve

Laurie Larsen - approve

Shara Darke - approve

Unanimous approval for the Articles of Incorporation.

3. Order of Business - Approval of Bylaws

Motion to approve Bylaws for *Compass Point Education, Inc.* - Heather Schumacker.

Seconded motion - Jessica Duersch.

Discussion:

Shara Darke - For initial/preliminary application for the charter school, instructed to address as much as you can think of to present to the board then submit to the state.

Laurie Larsen - Proceed as long as we are following the state and charter school guidelines.

Voting to approve Bylaws for *Compass Point Education, Inc.*

Heather Schumacker - approve

Jessica Duersch - approve

Matthew Fellows - approve

Laurie Larsen - approve

Shara Darke - approve

Unanimous approval for the Bylaws for *Compass Point Charter, Inc.*

4. Final Comments:

Review of positions for Board of Directors:

Shara Darke - President

Heather Schumacker - Vice President

Jessica Duersch - Secretary

Matthew Fellows - Finance

Laurie Larsen - Board Member

2 other board members have been asked to join (one is an attorney).

Will need an official vote to add additional board members at a later date.

Meeting concluded at 8:23 pm.