



# New Charter School Proposal Application

## **Technical Components:**

**Proposed Charter School Name:**

Daybreak Aspen Academy

**Name of Applicant(s):**

Krystelle Rose, Bethany Mogle, Mirra Hanks, Brittany Harden, Chase Metcallf, Lauren E. Martin

**Authorized Agent, if applicable:**

**Main Point of Contact:** Mirra Hanks

**Point of Contact Phone Number:** 713-787-0899

**Point of Contact Email Address:** mirra.hanks@gmail.com

**Proposed Charter School Location (city/area):** Daybreak - South Jordan Area (Land Kennecott/ Rio Tinto Annexed)

**Proposed Charter School Location's School District(s):** South Jordan School District

**Proposed Charter School's Reported Grade Configuration and Maximum Authorized Enrollment:** A K-12

school with a 23:1 student–teacher ratio and two classes per grade would serve approximately 598 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	46	46	46	46	46	46	46	46	46					414
Year 2	46	46	46	46	46	46	46	46	46	46				460
Year 3	46	46	46	46	46	46	46	46	46	46	46			506
Year 4	46	46	46	46	46	46	46	46	46	46	46	46		552
Year 5 +	46	46	46	46	46	46	46	46	46	46	46	46	46	598

**Does the proposed grade configuration match the district of residence grade configuration?** Explain. Yes, the proposed K–12 grade configuration aligns with Jordan School District’s structure, which also serves students from kindergarten through 12th grade. This alignment supports a smooth educational progression and ensures the school can meet the full academic needs of families in the area while offering a unique Waldorf educational approach within the public charter framework.

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

Enrollment preference is granted only to students with a currently enrolled sibling, children of founding board members, or children of employed teachers, while additional volunteer hours, favors, or donations will not influence admissions decisions.

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

**Governing Board:**

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

Name:	Position on Board:	Area of Expertise:	Any Previous or Current Charter Affiliation:
Mirra Hanks	President	Project management, stakeholder communication, and cross-functional leadership	No
Krystelle Rose	VP	Education	Yes, Mountain Sunrise Academy, Treeside Academy, Wasatch Charter School, Azure Fields Waldorf High School
Chase Metcalf	Treasurer	Finance	No
Lauren E. Martin	Secretary	Law Attorney	No
Bethany Mogle	Board Member	Logistics, Planning and Operations	No
Brittany Harde	Board Member	Insurance, processes and procedures, and defence litigation	No

# **Proposal of Charter School: Daybreak Aspen Academy School**

## **Part 1**

### **Creating a Waldorf Charter School: A Vision for Holistic Education**

The Waldorf education model emphasizes the integration of arts, academics, and practical skills to foster a well-rounded and harmonious development in students. By creating a Waldorf inspired charter school, we aim to bring this time-tested pedagogical approach to a broader audience, aligning with the goals of charter schools to innovate and expand educational opportunities.

### **Mission and Vision**

Our mission is to nurture each child's intellectual, artistic, and practical capacities through a curriculum grounded in creativity, experiential learning, and community engagement. We envision a school where students are inspired to become compassionate, innovative, and socially responsible global citizens.

This vision aligns with the Utah State Charter School Board's (SCSB) mission to empower students to succeed by fostering innovative and effective educational environments. The Waldorf method exemplifies this by combining diverse teaching practices with an emphasis on individuality, holistic growth, and collaborative learning.

### **Charter Purpose and Methodology**

The proposed school will prioritize encouraging the use of different and innovative teaching methods to meet the purposes of Utah's charter school framework. The Waldorf inspired approach incorporates interdisciplinary thematic learning, storytelling as a teaching tool, and outdoor education. These methods not only enhance comprehension but also cater to the unique developmental needs of children. For example, early grades emphasize imagination through play-based learning, while middle school focuses on experiential projects, and high school introduces rigorous academic inquiry combined with real-world applications.

### **Defining Characteristics**

Key elements of our school's model include:

1. **Developmental Approach:** Curriculum stages align with child development phases, focusing on age-appropriate challenges.
2. **Emphasis on Arts and Practical Skills:** Students engage in daily creative activities like painting, woodworking, and music, fostering both cognitive and emotional growth.
3. **Community Focus:** Parents and educators collaborate closely in school governance, creating a dynamic and inclusive environment.
4. **Nature-Based Learning:** The school will emphasize sustainability and outdoor education, utilizing local resources for experiential learning.

These features differentiate the school, creating an environment that is holistic and inclusive, serving as a beacon for innovative educational practices in the region.

## **Academic Outcomes**

The proposed academic outcomes reflect the holistic values of the Waldorf philosophy while meeting state standards:

1. Students will demonstrate proficiency in core academic subjects, achieving Utah Core Standards through engaging, thematic instruction.
2. Graduates will possess critical thinking skills, creativity, and resilience, preparing them for higher education and meaningful careers.
3. Measurable improvement in social-emotional learning, indicated by self-reported surveys and observational assessments, will reflect the school's focus on character development.

By balancing state-required benchmarks with Waldorf-specific goals, the school will provide a comprehensive and impactful education.

The Waldorf charter school aims to offer a transformative educational experience that fosters lifelong learning, community involvement, and innovative thinking. Its focus on creativity, collaboration, and individuality will meet the diverse needs of students, parents, and educators while advancing the goals of Utah's charter school system.

## **Part 2**

### **Creating a Waldorf Charter School: A Vision for Holistic Education**

The Waldorf education model, established by Rudolf Steiner in 1919, emphasizes the development of the whole child—intellectually, emotionally, and physically. By integrating arts, academics, and practical skills, Waldorf education provides a nurturing environment that encourages curiosity, critical thinking, and creativity. This proposal outlines the educational philosophy, curriculum alignment with Utah Core Standards, and the unique programming elements that will define the proposed Waldorf charter school.

### **Educational Philosophy**

The Waldorf educational philosophy prioritizes the natural stages of child development, emphasizing experiential and hands-on learning. Grounded in constructivist theory, it supports the idea that students learn best through direct experience, creative expression, and active engagement with their environment.

### **Supporting Research**

The Waldorf approach is supported by a growing body of evidence. A study by the Learning and the Brain Institute highlighted that arts integration significantly improves cognitive development and retention rates. Furthermore, experiential learning, as championed by Waldorf schools, has

been shown to increase student engagement and foster a love for learning (Kolb, 2015). These principles align with best practices for 21st-century education, which emphasize creativity, collaboration, and adaptability.

### **Alignment with Utah Core Standards**

While the Waldorf curriculum is distinctive, it is carefully aligned with the Utah Core Standards to ensure students meet state benchmarks for academic achievement.

#### **Implementation**

1. **Integrated Curriculum:** Subjects such as math, science, and language arts are taught through interdisciplinary thematic units. For example, a unit on ancient civilizations might combine history, literature, art, and geometry.
2. **Formative Assessment:** Progress is measured through alternative assessments such as portfolios, projects, and student-led conferences rather than traditional standardized tests. These methods not only assess academic achievement but also capture students' social-emotional growth and critical thinking skills.

### **Teaching Standards**

The school will employ licensed educators trained in both Waldorf methods and Utah Core Standards to ensure that students excel in state-required assessments while enjoying the benefits of holistic education.

### **Instructional Methods and Curriculum**

#### **Elementary School (K-5)**

The elementary program fosters foundational learning through creativity, play, and hands-on exploration, following a Waldorf-inspired approach.

#### **Core Curriculum:**

- Oral storytelling, play-based learning, and nature exploration as primary teaching methods.
- Integrated thematic units connect subjects like math, reading, and science.

#### **Daily Arts Integration:**

- Activities such as painting, music, knitting, and movement-based education support cognitive and emotional development.

#### **Nature-Based Learning:**

- Outdoor education and sustainability projects encourage curiosity and environmental awareness.
- Seasonal activities like hiking, gardening, and beginner-level skiing build coordination and confidence.

### **Middle School (6-8)**

Middle school transitions to structured, project-based learning, fostering critical thinking while maintaining Waldorf's creative, experiential approach.

Core Curriculum:

- Interdisciplinary projects integrate subjects like algebra, science, history, and literature.
- Hands-on, collaborative learning deepens understanding.

Arts and Practical Skills:

- Students expand artistic and technical knowledge through woodworking, theater, and visual arts.

Community Engagement:

- Service-learning projects connect academics to real-world challenges, promoting leadership and responsibility.

Entrepreneurship & Life Skills:

- A farmers market project teaches product design, pricing, marketing, and customer interaction through the sale of handcrafted goods, produce, and sustainable products.

### **High School (9-12)**

The high school program prepares students for higher education and careers through advanced academics, immersive experiences, and specialized pathways.

Dual-Enrollment Opportunities:

- Students can take college courses through local partnerships, earning an associate degree alongside their high school diploma.

Immersive Learning:

- Internships in fields like technology, sustainable agriculture, and the arts provide real-world experience.
- Study abroad programs enhance global awareness and practical learning.

Advanced Curriculum:

- Offers advanced courses in math, science, humanities, and arts, plus electives such as robotics, environmental studies, and performing arts.

#### Capstone Projects:

- Seniors complete a final project integrating academic knowledge with real-world application, community service, or artistic expression.

#### Curriculum Selection

The Waldorf curriculum will incorporate both established Waldorf resources and state-approved materials. For example:

- Early Grades (K-5): Emphasis on oral storytelling, play-based learning, and nature exploration.
- Middle Grades (6-8): Introduction of project-based learning and rigorous academic subjects such as algebra and physical sciences.
- High School (9-12): Advanced coursework, including electives like dual enrollment, AI, and personal finance.

#### **Graduation Requirements**

Graduation from the Waldorf charter school will require students to meet Utah's state standards while also completing Waldorf-specific milestones. These include:

1. Mastery of core academic subjects, evidenced through portfolios and capstone projects.
2. Completion of a senior project that integrates academic knowledge with community service or artistic expression.
3. Demonstration of social-emotional competencies through participation in community-building activities.

This dual focus ensures that graduates are well-prepared for both higher education and meaningful engagement in their communities.

#### **Special Programs**

##### **Farmers Market & Real-Life Skills**

Students will run a school-led farmers market, gaining hands-on business experience.

- Product Creation: Students develop and sell crafts, baked goods, and produce.
- Business Fundamentals: Workshops cover pricing, supply and demand, and marketing.
- Community Engagement: Students plan and operate the market, developing teamwork and entrepreneurial confidence.

#### **Herbology Program**



Students will learn to identify, grow, and use herbs for teas, balms, tinctures, and remedies. Lessons cover foraging, sustainable harvesting, and the cultural significance of medicinal herbs. Advanced projects may include making herbal products or leading community workshops.

### **Shark Tank Project**

High school students develop and pitch business ideas to local entrepreneurs.

- Business Plan Development: Students conduct market research, set pricing, and create marketing strategies.
- Entrepreneurial Skills: Public speaking, problem-solving, and adaptability are emphasized.
- Real-World Feedback: Students receive mentorship and insights from industry professionals.

### **Community Expert-Led Courses**

Industry professionals will teach career-focused courses in areas such as:

- Finance: Budgeting, investing, and credit management.
- Health & Wellness: Practical applications of nutrition and mental well-being.
- Technology & Science: Hands-on learning in environmental science, coding, and more.
- Creative Arts & Public Speaking: Exposure to diverse career paths through expert-led sessions.

### **Problem-Solving & Critical Thinking**

Teachers will act as facilitators, guiding students through real-world challenges.

- Interdisciplinary Projects: Students work on sustainable systems, mock businesses, and global issues.
- Self-Directed Learning: Encourages creativity, adaptability, and teamwork.

### **Immersive Learning Across the Curriculum**

Experiential learning will be embedded in all programs through:

- Project-Based Learning: Designing ecological systems and sustainability initiatives.
- Interdisciplinary Studies: Connecting math, science, and communication to real-world applications.
- Advanced Opportunities: Internships, dual-enrollment, capstone projects, and study abroad programs.

### **High School Special Projects**

- Dual-Enrollment: Earn an associate degree through college-level courses.

- Career & Technical Education (CTE): Internships and apprenticeships in technology, agriculture, and creative arts.
- Global Learning: Study abroad programs to expand cultural awareness.

### **School-Wide Cooking, Cleaning & Laundry Rotation**

Twice a year, students will engage in structured rotations to develop life skills.

- Meal Preparation: Learn nutrition, meal planning, and kitchen safety.
- Serving & Hospitality: Take on roles in food service and maintaining a welcoming dining space.
- Dishwashing & Cleaning: Participate in sanitizing and resetting kitchen areas.
- Laundry Management: Wash, fold, and organize kitchen linens.

This hands-on experience fosters teamwork, responsibility, and organization while reinforcing the value of community contribution.

### **CTE & Arts Integration**

The school will partner with local businesses and artisans to provide hands-on learning in carpentry, textile design, and sustainable agriculture, aligning with Waldorf's emphasis on practical arts.

### **Community Partnerships**

Collaborations with local organizations will offer extracurriculars such as outdoor education, cultural events, and service-learning projects.

### **Conclusion**

By blending Waldorf principles with Utah Core Standards, the school will offer a transformative education that fosters academic excellence, creativity, and community engagement. This innovative approach will serve as a model for future educational programs.

## **Part 3**

### **Creating a Waldorf Charter School: Supporting Special Populations**

The proposed Waldorf charter school prioritizes inclusivity and equity, ensuring all students—regardless of background or ability—thrive academically, socially, and emotionally. It will implement evidence-based strategies to support students with disabilities, multilingual learners, economically disadvantaged students, and transient populations.

#### **Serving Students with Disabilities**

In compliance with IDEA, the school will provide a Free Appropriate Public Education (FAPE) and foster an inclusive learning environment.

**Instructional Strategies:**

- Individualized Education Programs (IEPs): Developed with parents and educators to support academic, social, and skill-building goals.
- Differentiated Instruction: Lessons adapted using multisensory methods like hands-on activities and assistive technology.
- Specialized Support Services: Speech-language and occupational therapists, small-group instruction, and one-on-one support.

**Evidence-Based Practices:**

Inclusive education improves academic performance and social skills for students with disabilities while fostering empathy and collaboration among peers.

**Supporting Multilingual Learners (MLs)**

MLs require language and content integration to meet academic standards.

**Instructional Approaches:**

- Sheltered Instruction (SIOP): Visual aids, structured discussions, and simplified language enhance comprehension.
- Language-Rich Environment: Bilingual books, labeled objects, and home language integration support learning.
- Cultural Integration: Lessons incorporate diverse stories and traditions to promote belonging.

**Assessment:**

Progress will be monitored using WIDA ACCESS assessments to ensure language proficiency and guide instruction.

**Addressing Economic Disadvantage**

Limited resources can hinder academic success, so the school will provide targeted support.

**Programs and Services:**

- Free and Reduced-Price Meals: Participation in the National School Lunch Program ensures no student goes hungry.
- Community Resource Hub: Partnerships offer school supplies, clothing, and mental health services.
- After-School Programs: Low-cost extracurriculars and homework help extend learning beyond the classroom.

**Family Engagement:**

Workshops and events will empower parents to actively support their children's education.

### **Migrant and Transient Students**

Frequent relocations disrupt education; the school will offer stability and continuity.

### **Strategies for Support:**

- Welcome Program: Peer mentors and personalized plans help new students adjust.
- Flexible Enrollment Policies: Accommodates late enrollments and ensures quick access to services.
- Credit Recovery: High school students can recover credits to stay on track for graduation.

### **Social-Emotional Support:**

Counselors will provide trauma-informed care, group therapy, and peer support networks to help students build resilience.

### **Conclusion**

By prioritizing inclusivity, evidence-based strategies, and targeted support, the Waldorf charter school will create an equitable learning environment. This approach not only ensures compliance with federal laws but also aligns with the school's mission to empower all students to reach their full potential.

### **Part 4:**

#### **Creating a Waldorf Charter School – Market Analysis**

A successful Waldorf charter school requires a deep understanding of the educational market, community needs, competing institutions, and potential challenges.

### **Justification for the School**

Demand for holistic education is rising as traditional schools emphasize standardized testing and rigid schedules. The Waldorf approach—integrating arts, hands-on learning, and child development principles—offers a balanced alternative for families seeking more creativity and experiential learning.

### **Gaps in Current Offerings**

1. Lack of Holistic Education: Local schools rarely prioritize arts, music, and practical skills.
2. Limited School Choice: Few charter schools exist in the area, and none follow the Waldorf model.

### **Community Interest**

Surveys show strong support, with over 70% of respondents expressing interest in enrolling their children in a Waldorf-inspired school.

### **Target Demographics**

The school will serve diverse urban and suburban families seeking a nurturing environment that emphasizes creativity, emotional intelligence, and academic rigor.

### **Population & Development Trends**

1. Growing Population: Increased enrollment demand due to rising young family populations and overcrowded public schools.
2. Diverse Socioeconomic Backgrounds: The school will ensure accessibility for all students through inclusive policies.

### **Accessibility & Transportation**

A centrally located campus with bus services and transit partnerships will attract students from a broad geographic area, including underserved communities.

### **Analysis**

#### **Public Schools**

- Overcrowded classrooms with high teacher-student ratios.
- Strong academics but little emphasis on experiential learning, arts, or outdoor education.
- Standardized testing remains a central focus.

#### **Charter Schools**

- Existing charter schools focus on STEM, classical education, or online learning.
- None follow the Waldorf philosophy, creating a niche opportunity.

### **Key Differentiators**

1. Academic Performance: Competing schools have solid test scores but lack holistic development programs.
2. Parental Involvement: Waldorf education fosters strong parent-teacher collaboration, appealing to families seeking active participation.

### **Enrollment Forecasts**

Based on community interest and demographic trends, enrollment is expected to grow steadily:

- Year 1: 150 students (K-8)
- Year 2: 200 students (K-9)

- Year 3: 250 students (K-10)
- Year 4: 300 students (K-11)
- Year 5: 350 students (K-12)

The school aims to expand to K-12, with marketing, outreach, and word-of-mouth driving growth.

## **Risks & Barriers**

### **Regulatory Challenges**

- Charter Authorization: Compliance with state requirements and Utah Core Standards is essential.
- Legal Compliance: Must adhere to special education laws, teacher licensure, and reporting standards.

### **Financial Risks**

- Startup Costs: Funding for facilities, teacher training, and materials will require grants, donations, and partnerships.
- Enrollment Targets: Falling short could affect financial sustainability; strategic marketing and engagement will be key.

## **Community Perception**

As a new school, building trust is critical. Informational events, open houses, and parent workshops will establish credibility and demonstrate the school's value.

## **Conclusion**

The proposed Waldorf charter school fills a clear educational gap, offering an innovative, holistic alternative to traditional schools. By targeting underserved demographics, differentiating itself from competitors, and proactively addressing challenges, the school is positioned for success. Its unique model will enhance educational diversity and quality in the community.

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\*Enrollment preference is granted only to students with a currently enrolled sibling, children of founding board members, or children of employed teachers, while additional volunteer hours, favors, or donations will not influence admissions decisions.

# Daybreak Aspen Academy

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## **Appendix B: Articles of Incorporation**

### Article I – Name

The name of the corporation is Daybreak Aspen Academy (the “School”), a Utah nonprofit corporation.

### Article II – Purpose

The School is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

### Article III – Non-Liability Clause

Neither the charter school authorizer, the State of Utah, nor any of its agencies are liable for the debts or financial obligations of the charter school or any person or entity that operates the charter school.

### Article IV – Nonprofit Status

The School shall be operated as a nonprofit corporation and shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3).

### Article V – Powers

The School shall have all powers necessary or convenient to effect its purposes, including the power to contract, rent, buy, or sell property, and to borrow money, as allowed by applicable law.

### Article VI – Dissolution

Upon dissolution, the assets of Daybreak Aspen Academy shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or shall be distributed to the federal government or to a state or local government for a public purpose.

## **Appendix C: Governing Board Bylaws (Summary)**

### Article I – Governance

The Board of Directors shall consist of not fewer than 5 and not more than 11 members. Board members serve staggered 2- or 3-year terms and may be reappointed. The Board shall act in accordance with the Utah Open and Public Meetings Act.

### Article II – Officers

The officers of the Board shall include a Chair, Vice Chair, Secretary, and Treasurer. Officers shall be elected annually by the Board and serve 1-year terms.

### Article III – Meetings

Regular meetings shall be held at least quarterly. Special meetings may be called by the Chair or by any two Board members. A majority of the Board shall constitute a quorum.

### Article IV – Committees

The Board may establish committees as necessary to support school governance and operations.

### Article V – Conflict of Interest

All Board members must disclose any potential conflicts of interest and recuse themselves from voting on matters where such conflicts exist.

### Article VI – Removal

Board members may be removed by a two-thirds majority vote of the full Board for cause or failure to perform duties.

## **Appendix D: Meeting Minutes Approving Articles and Bylaws**

Meeting Date: June 24, 2025

Location: Virtual Meeting (Zoom)

#### Attendees:

- Mirra Hanks (Board Chair)
- Krystelle Rose (Vice Chair)
- Lauren E. Martin (Secretary)
- Chase Metcalf (Treasurer)
- Brittney Harden (Board Member)
- Bethany Mogle (Board Member)

#### Meeting Minutes:

The meeting was called to order at 6:00 PM by President Mirra Hanks.

A motion was made by Krystelle Rose to approve the proposed Articles of Incorporation. The motion was seconded by Chase Metcalf and passed unanimously.

A motion was then made by Bethany Mogle to adopt the Governing Board Bylaws. The motion was seconded by Brittney Harden and also passed unanimously.

There being no further business, the meeting was adjourned at 6:45 PM.



## **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:

Mirra Hanks

Position on Board:

President

Area of Expertise:

Project management, stakeholder communication, and cross-functional leadership with experience in partnerships and fundraising.

Statement of Intent Regarding Role on the Board:

As a founding member of the board for Daybreak Aspen Academy, I am committed to leading with integrity, clarity, and collaboration as we establish a school that reflects innovation, equity, and community strength. I aim to ensure our board functions cohesively and efficiently while maintaining focus on the mission and vision of the school. My background in tech, operations, and organizational alignment positions me to guide the board through the complex decisions that come with founding and governing a high-quality charter school.

Not-for-Profit History Relevant to Board Role:

At the University of Texas at Dallas, I served as an account manager for the university's Sales Program, supporting fundraising efforts and securing sponsorship partnerships. I also held leadership roles as Vice President and later President of the student sales program board, where I helped guide initiatives, coordinate events, and expand corporate engagement.

Employment History Relevant to Board Role:

With seven years in the tech industry, I bring strong leadership, communication, and project management skills essential to a charter board role. I began in sales/account management, developing relationship-building and contract negotiation experience—skills valuable for forming school partnerships and supporting outreach.

As a project manager, I led a cloud product launch, aligning executive vision with product and marketing

execution—similar to guiding a board and school team toward a shared mission. I also managed post-acquisition integration at Salesforce, gaining experience in organizational alignment, change management, and strategic planning—all directly relevant to founding and scaling a charter school.

Education History Relevant to Board Role:

Bachelor of Science in Marketing from the University of Texas at Dallas, where I also held leadership roles as Vice President and President of the student sales program board. In addition to my business background, I have pursued independent study in Waldorf education philosophy and early childhood development. This has deepened my understanding of holistic, child-centered learning—knowledge I bring into the founding vision of Daybreak Aspen Academy to support both academic growth and emotional development.

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

Applicant's Signature:

Mirra Hanks

Date:

6/24/2025

## **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: \_\_\_\_\_

Bethany Mogle

Position on Board:

Board Member

Area of Expertise: \_\_\_\_\_

Logistics, Planning and Operations

Statement of Intent Regarding Role on the Board:

As a member of the governing board of Daybreak Aspen Academy, I bring both professional experience in logistics, planning, and operations, and a deep personal passion for creating an educational environment that honors the individuality of every child. As a parent to a young son, I am committed to supporting a school where children are not limited by rigid expectations, but are empowered to grow in their strengths and passions while joyfully building the skills they need. I believe in an approach to learning that is fun, holistic, and developmentally appropriate; one that allows kids to be kids while preparing them to thrive.

Not-for-Profit History Relevant to Board Role:

While my career has primarily been in the private and global event sectors, my work has consistently aligned with the values and structure of nonprofit operations. For over 12 years, I have planned and executed large-scale events worldwide, collaborating with diverse stakeholders in a variety of settings. Additionally, I have led teams in operations, logistics, and strategic planning for 8+ years, with a strong focus on building efficient, people-centered systems. These skills translate directly to nonprofit board governance, especially in the context of launching and sustaining a values-driven school like Daybreak Aspen Academy.

Employment History Relevant to Board Role:

I have over 12 years of experience planning and executing large-scale global events, and over 8 years leading teams in operations, logistics, and strategic planning. This background equips me with a deep understanding of how to coordinate complex projects, manage budgets, communicate across departments, and deliver results under pressure. These skills directly support my role on the charter school board, where attention to timelines, compliance, systems

design, and stakeholder coordination are critical, particularly in the planning and launch phases of Daybreak Aspen Academy.

Education History Relevant to Board Role:

I earned both my undergraduate and graduate degrees from the University of Alabama. As an undergraduate, I double-majored in Marketing and Nutrition, giving me a strong foundation in strategic communication, community engagement, and wellness education. I later completed a graduate degree in Human Environmental Sciences, which further deepened my understanding of human development, sustainability, and the relationship between environment and well-being. This educational background supports my ability to contribute meaningfully to the development of a school culture that values health, creativity, and whole-child development which are all key tenets of Waldorf education.

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: \_\_\_\_\_

Bethany Mogle

Date: \_\_\_\_\_

June 17, 2025

### **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:

Chase Metcalf

Position on Board:

Treasurer

Area of Expertise:

Financial Planning

Statement of Intent Regarding Role on the Board:

As Treasurer of the Board, my intent is to service with integrity, transparency, and a deep respect for the values and mission of Waldorf education. With my background in financial planning and portfolio management, I bring practical expertise in budgeting and financial strategy. My goal is to ensure the school's financial health through clear processes and collaborations.

Not-for-Profit History Relevant to Board Role:

None

Employment History Relevant to Board Role:

Investment Management Consultant for Fidelity Investments since 2019.

Education History Relevant to Board Role:

Bachelors degree from Brigham Young Univeristy.

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:

*Chase Metcalf*

Date:

6/25/2025

**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:

Brittany Harden

Position on Board:

Area of Expertise:

Insurance, policies/procedures, and defense litigation

Statement of Intent Regarding Role on the Board:

I am excited to serve on the founding board as my passion for education stems from my dream to have my children learn in an environment that fosters creativity and confidence. I will contribute my background of risk management, negotiations, and problem solving to support the charter's mission.

Not-for-Profit History Relevant to Board Role:

None

Employment History Relevant to Board Role:

Currently working as the VP of Claims at a Commercial insurance company

Education History Relevant to Board Role:

Bachelor of Science in Business Administration and Law from Towson University

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:



Date:

6/20/25



**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: \_\_\_\_\_

Lauren E. Martin

Position on Board: \_\_\_\_\_

Secretary

Area of Expertise: \_\_\_\_\_

Attorney

Statement of Intent Regarding Role on the Board:

I look forward to promoting the vision and mission of the charter school, ensuring compliance with all laws and regulations, and meaningfully participating in governance of the institution. I hope to bring transparency to the process and encourage parent, student and community involvement in the fulfillment of the school's mission.

Not-for-Profit History Relevant to Board Role:

I have served on the PTA of two elementary schools in Southern California and on the board of the regional AYSO in Southern California.

Employment History Relevant to Board Role: \_\_\_\_\_

I have been a practicing attorney in business litigation since 2013.

Education History Relevant to Board Role: \_\_\_\_\_

Bachelor's degree in Political Science. Masters degree in Public Administration. Juris Doctorate.

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: \_\_\_\_\_



Date: \_\_\_\_\_

June 26, 2025



Name: Krystelle Rose  
Role: Council Member

**Statement of Intent:**

Krystelle is committed to serving this K-12 initiative for the benefit of the children and community in Utah. She initiated and founded the first Waldorf Charter in Utah (Wasatch Charter), co-initiated and founded a Waldorf-Inspired Charter in Utah County (Treeside Charter), and initiated and founded the first “Waldorf” charter in Utah County that is aligned with the standards of “The Alliance for Public Waldorf Education.” (Mountain Sunrise Academy) She served as Executive Director during the start-up year and for 3 additional years. She has been involved in Waldorf Education for around 20 years and has visited over 15 other Waldorf Schools across the U.S. both public and private, including several Waldorf High schools in Arizona and California. She has seen the elements of Waldorf Education integrated into the schools as well as experienced each school’s unique culture. She is especially drawn to the multicultural aspect of Waldorf Education as she has a love of other cultures. She has traveled to 25 foreign countries and visited all 50 states.

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

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

**Not-for-Profit History:**

20 years Waldorf Education experience, Utah Waldorf Founder - Events/Social Media Administrator for 900+, Initiated and founded Wasatch Charter School and served as one of three directors for 1 ½ years, co-founder of Treeside Academy, founder of Mountain Sunrise Academy, Founder Azure Fields Waldorf High School, Waldorf School start-up experience, 5 years Waldorf teaching experience, 6 years Utah Waldorf Conference Director, international published writer on Waldorf Education, presenter about Waldorf Education to graduate classes at BYU, 2016 Family Education Expo at Weber State University, 2015 Winter Homeschool Conference, and 6 annual Utah Waldorf Conferences, with participants from 7 states. Krystelle has served on 4 Boards.



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

Krystelle was trained and certified as an EMT for Fairfax County in VA and served as a volunteer. She also participated on a 20 person team of a Leadership Academy for Provo/Orem Chamber of Commerce and as a Council member for Provo/Orem Chamber of Commerce Women's Division. She participated in Orem's Citizen's Academy. She also earned her PSM (Professional Scrum Master) certification in 2025.

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

### **Employment History:**

Krystelle served as the founder starting in 2016 for Mountain Sunrise Academy, a Waldorf Charter K-8 school and as the Executive Director from 2019-2023 in Saratoga Springs and developed many skills and knowledge during school start-up and operations. Krystelle began her own business start-up with 2 other individuals in Hawaii for a web development company 20 years ago called Dytek. She was a successful business owner with another venture for 8 years.

Experience in operations and a background in financial management were acquired when she worked at the corporate offices of Bank of America in San Francisco, CA. As an employee in the Operations department, she compiled reports and conducted data analysis on all Bank of America banks in Northern California. Bank managers reported bank and vault classified information directly to her of big data financial information after which she compiled reports and conducted data analysis. She also designed an internal website for her team. During her time there she took part in a company wide optional service opportunity in which she volunteered and taught at an elementary school in San Francisco. During her time there she also completed the Toastmasters International Competent Communicator Program.

Krystelle worked at Novell in two different administrative positions in Information Technology and Human Resources. She earned her A+ certification. She also worked in administration at Miller Wade Company, a benefits company. While there she obtained her licenses in Health, Life, and Disability as well as Property & Casualty.

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

**Education History:**

Masters Business Administration, MBA  
Concentration - Information Technology Western Governors University; 2017  
PSM Certification (Professional Scrum Master) 2025

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

Waldorf Teaching Certificate, Rudolf Steiner College; 2016

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

BYU-Hawaii-1994

BYU Israel-Jerusalem Center-1992

Study Abroad Egypt-1992

Study Abroad Jordan-1992

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Applicant's Signature