



State Charter School Board
New Charter School Proposal



STAR LOTUS ACADEMY
A Waldorf Public Charter School

South Utah County, Utah | Nebo School District
Grades K–6 | Opening Year 1: K–4 | Proposed Opening: Fall 2028

Technical Components

Proposed Charter School Name:	Star Lotus Academy
Name of Applicant(s):	Krystelle Rose, MBA, M.A. Ed.
Authorized Agent:	Krystelle Rose
Main Point of Contact:	Krystelle Rose
Point of Contact Phone:	801-577-8046
Point of Contact Email:	KrystelleRose@icloud.com
Proposed Location (city/area):	Spanish Fork / Springville / Salem area, South Utah County, Utah
School District(s):	Nebo School District

Projected Enrollment by Grade and Year

Year	K	1	2	3	4	5	6	Max
Year 1 (SY 2026-27)	50	100	100	100	50			400
Year 2 (SY 2027-28)	50	100	100	100	100	50		500
Year 3 (SY 2028-29)	50	100	100	100	100	100	50	600

Note: Star Lotus Academy will open in Year 1 with grades K–4. Kindergarten and Grade 4 will each enroll 50 students; Grades 1, 2, and 3 will each enroll 100 students, for a Year 1 total of 400. In Year 2, Grade 5 is added at 50 students, Grade 4 grows to 100, and all others remain the same, totaling 500. In Year 3, Grade 6 is added at 50 students, Grade 5 grows to 100, and all grades except Kindergarten and Grade 6 are at 100, reaching the full K–6 enrollment of 600. This phased approach ensures instructional quality, appropriate staffing, and facility readiness at each stage of growth.

Grade Configuration

Star Lotus Academy proposes to serve grades K–6, growing to full enrollment over three years. This configuration aligns with Nebo School District’s elementary school grade structure (K–6), with students transitioning to Nebo district junior high schools upon completing sixth grade. The K–6 model reflects the Waldorf educational philosophy that continuity of learning across the primary

school years is essential to holistic child development, and that the transition to junior high at Grade 7 aligns naturally with Steiner’s second developmental stage (ages 7–14). SLA will actively prepare students for this transition through middle school readiness skills, academic competency benchmarks, and parent transition support.

Waivers, Special Treatment, or Priority Consideration

Star Lotus Academy is not currently seeking special treatment under UCA §53G-5-301 or priority consideration under UCA §53G-5-504. The school does not seek any rule waivers at this time and will comply with all applicable state and federal regulations, testing requirements, and reporting obligations.

Signatures

Certification	
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:	Krystelle Rose, MBA, M.A. Ed.
---------------------------	-------------------------------

Signature:


Date: June 24, 2026

Name of Charter School Board Chair:	Krystelle Rose, MBA, M.A. Ed.
-------------------------------------	-------------------------------

Signature:


Date: June 24, 2026

Governing Board

Name	Position	Area of Expertise	Charter Affiliation
Krystelle Rose, MBA, M.A. Ed.	President	Waldorf Education, Business, Information Technology, Marketing, Finance, Operations, Community Engagement	Mountain Sunrise Academy; Wasatch Charter; Treeside Charter; Hearthstone Academy; Azure Fields Charter
Frances R. Smith	Vice-President	Fine Arts, Waldorf Education, Handwork, Public Arts	Mountain Sunrise Academy
Susan Merle McDonald	Secretary	Elementary Education, Waldorf Teaching, Curriculum	Mountain Sunrise Academy; Azure Fields Charter; Wasatch Charter
Elizabeth Bourland	Treasurer	Business Management, Financial Planning, Waldorf Education	Mountain Sunrise Academy
Michael Brook	Council Member	Holistic Health, Peak Performance, Health Insurance	
Iva Barrett	Council Member	Education, Music, Movement, Fundraising, Community Engagement	Treeside Charter
Christian Swenson	Council Member	Special Education, Philosophy, Rudolf Steiner Scholarship	Mountain Sunrise Academy; Azure Fields Charter

Section 1: Overview of Star Lotus Academy

1a. Mission and Vision

Mission Statement

Star Lotus Academy is a Public Waldorf Charter which integrates the arts and experiential learning while teaching with whole child methods of “head, heart, and hands.” Our focus is on developing capacities in children to embrace the world with wisdom, joy, and resilience while they discover their own unique life path.

Vision Statement

Star Lotus Academy envisions a South Utah County community dedicated to holistic learning for children that honors the school’s mission. The community is involved in and supports the school’s festivals, programs, philosophy, and children’s academic, physical, emotional, social, and spiritual well-being.

1b. Promoting the SCSB Mission and Vision

The Utah State Charter School Board’s mission is to advance excellence in public education. Star Lotus Academy (SLA) aligns with this mission through its commitment to rigorous, research-backed Waldorf pedagogy, which Stanford University research has demonstrated produces graduates who are creative, critical thinkers with strong academic preparation (Friedlaender et al., 2015). SLA’s arts-integrated, developmentally appropriate approach has produced a 100-year global record of educational success, making it one of the fastest-growing educational movements worldwide.

SLA advances the SCSB’s vision of positive student outcomes by fostering deep engagement. Waldorf students are consistently found to be more motivated, exhibit stronger executive functioning skills, and demonstrate superior creativity and social-emotional development compared to peers in traditional settings (Oberman, 1997; Randoll & Peters, 2015). SLA provides an alternative that serves students who may not be flourishing in conventional educational environments — precisely the population Utah’s charter school law is designed to reach.

1c. Charter Purpose: Increasing Choice of Learning Opportunities for Students

Star Lotus Academy primarily fulfills the charter purpose of increasing choice of learning opportunities for students (UCA §53G-5-104). South Utah County is one of the fastest-growing regions in Utah and is currently underserved by whole-child, arts-integrated educational options. SLA will be the first Waldorf public charter school in Nebo School District — offering families a distinctive, research-backed alternative within their own community.

SLA will also fulfill additional charter purposes: encouraging innovative teaching methods through Waldorf’s block teaching, looping, and embodied learning practices; and providing new forms of accountability by developing holistic and formative assessment portfolios alongside required state standardized testing.

1d. Defining Characteristics — Key Elements of Star Lotus Academy

- Whole Child Education (‘Head, Heart, Hands’): Teachers address intellectual, social-emotional, and practical capacities in every student, integrating thinking, feeling, and willing into all academic work.

- Block Teaching: Curriculum is taught in 3–4 week thematic blocks that allow deep immersion in subject matter, integrating language arts, mathematics, sciences, and arts in a cohesive, interdisciplinary way.
- Teacher Looping: Classroom teachers advance with their students across multiple grade levels (Grades 1–3 and 4–6), building deep relationships and continuity of learning.
- Main Lesson Books: Students create their own illustrated, handwritten books documenting their learning — replacing passive textbook consumption with active, personalized knowledge-building.
- Arts Integration: Fine arts, music, handwork, movement, speech, drama, and form drawing are embedded throughout all academic subjects.
- Steiner Developmental Model: Instruction follows Rudolf Steiner’s developmental stages, ensuring the curriculum is age-appropriate and meets children where they are.
- Foreign Language: Spanish language instruction begins in Kindergarten and continues through all grades.
- Supplemental Academic Rigor: Bal-A-Vis-X (a brain-body integration program proven to increase DIBELS literacy scores) and other supplemental curriculum materials support the Waldorf curriculum to ensure strong state assessment performance.
- Junior High Readiness: Grade 5 and 6 programming explicitly prepares students for the academic, social, and organizational demands of Nebo district junior high schools.

1e. Expected Academic Outcomes

- Goal 1 – Standards Alignment: Classroom instruction aligned to Utah Core Standards; meeting or exceeding state and federal benchmark targets on RISE and DIBELS assessments.
- Goal 2 – Literacy and Mathematics Proficiency: By Year 3, at least 70% of SLA students will demonstrate grade-level proficiency or above on Utah state ELA and Mathematics assessments.
- Goal 3 – Social-Emotional Growth (Grades 4–6): Students will demonstrate measurable growth in executive function and self-regulation, tracked through the DESSA or equivalent SEL assessment annually.
- Goal 4 – Whole Brain Engagement (Grades 1–6): Student-created Main Lesson Books and project portfolios will demonstrate cross-curricular mastery and academic depth across all grade levels.
- Goal 5 – Junior High Readiness: 100% of sixth-grade graduates will meet Nebo School District transition benchmarks for academic preparedness.
- Goal 6 – Continuous Improvement: SLA administration will regularly analyze assessment data, set improvement targets, and share findings with the governing board and school faculty.

Section 2: Educational Program Overview

2a. Overarching Educational Philosophy

Waldorf Whole Child Education

Star Lotus Academy's educational philosophy is grounded in the Waldorf pedagogical tradition founded by Rudolf Steiner in 1919. As Steiner stated: 'At the heart of the Waldorf method is the conviction that education is an art — it must speak to the child's experience. To educate the whole child, the heart and will must be reached, as well as the mind.' A landmark Stanford University study (Friedlaender, Beckham, Zheng, & Darling-Hammond, 2015) found that Waldorf public school students demonstrated stronger critical thinking, greater intrinsic motivation, and higher academic performance than comparison groups. Research by Oberman (1997) and Woods, Ashley, and Woods (2005) confirmed that Waldorf students develop superior creativity, social responsibility, and love of learning.

Developmental Model

SLA uses Steiner's developmental stages as the foundation for curriculum pacing. In the second developmental stage (ages 7–14, corresponding to SLA's K–6 population), feeling and imagination are the primary vehicles for learning. Academic instruction is therefore delivered through story, image, rhythm, art, and relationship. Dr. Clifford Mayes confirmed that 'Waldorf students learn in sequences and paces that are developmentally appropriate, aesthetically stimulating, emotionally supportive and ecologically sensitive' (2003). Grade 5 and 6 instruction intentionally bridges into more formal, analytical learning modes to prepare students for junior high transitions.

Research-Based Practices

SLA incorporates multiple evidence-based instructional strategies. Brain research demonstrates that arts integration enhances memory, engagement, and academic achievement (Fischer, 2009). Bal-A-Vis-X rhythmic exercises show measurable gains in DIBELS reading scores (Cosgrove & Ryan, 2006).

2b. Utah Core Standards Alignment and Assessment

Star Lotus Academy will fully comply with all Utah Core Standards as required by law, using the Alliance for Public Waldorf Education's 'Public Waldorf–Common Core Curriculum Alignment and Handbook' to ensure comprehensive standards coverage within the Waldorf framework. Teachers will develop lesson plans explicitly mapped to Utah Core Standards, stored in a shared curriculum database.

Assessment will be multifaceted: required state standardized testing (RISE, DIBELS), embedded formative assessments within each block, regular student portfolio reviews, and teacher observation protocols. Administration will conduct regular classroom observations for standards coverage verification.

2c. Educational Program and Methods of Instruction

Daily Schedule and Classroom Rhythm

Each day begins with a teacher greeting each student at the door — a practice that builds relationships and allows the teacher to observe each child's well-being. The morning opens with a 20-minute 'Circle Time' (K–3) or 'Morning Warm-Up' (4–6), including movement, singing, recorder, and memorization exercises such as poetry recitation. The two-hour 'Main Lesson' block follows, during which new material is introduced through story, art, drama, and movement before students document their learning in personal Main Lesson Books. Afternoons feature academic review, Spanish, handwork, music, movement, gardening, and arts.

Mathematics

Math is taught daily using the Waldorf curriculum's story-based and movement-integrated approach in early grades, progressing to formal arithmetic, fractions, geometry, and pre-algebra in Grades 4–6. Supplemental math curriculum materials support daily practice and spiral review, ensuring rigorous Utah Core math standards coverage and strong test performance. Grade 5 and 6 content aligns with Nebo junior high prerequisite expectations.

Language Arts

Language arts instruction integrates reading, writing, grammar, and literature through the block system. Students create Main Lesson Books as personalized reading and writing texts. Phonics, spelling, and grammar are taught developmentally and reinforced daily. Upper-grade (5–6) instruction increases formal writing demands, research skills, and literary analysis in preparation for junior high coursework.

Science, Social Studies, and Humanities

The Waldorf block curriculum covers natural sciences, zoology, botany, geology, physics, chemistry, astronomy, geography, history, and civics — all taught in immersive thematic blocks integrating art, writing, and hands-on investigation. All subjects are aligned with Utah Core Standards for each grade level.

Junior High Transition Preparation

Grades 5 and 6 include structured preparation for the junior high environment: organizational skills, independent work habits, self-advocacy, schedule management, and academic study skills. SLA will work with Nebo district middle schools to ensure seamless transitions, including shadow visits and parent orientations.

2d. Special Programs

SLA will offer Spanish language instruction K–6, Eurythmy or dance (movement arts), handwork (fiber arts, woodworking), and gardening. Grades 3–6 will produce at least one class play annually, integrating drama, speech, music, and visual arts. Partnerships with local arts organizations and cultural institutions in Utah County will provide enrichment opportunities. No distance or online education options are offered.

Section 3: Research-Based Instruction for Special Populations

Students with Disabilities (IDEA)

Star Lotus Academy is committed to providing a Free and Appropriate Public Education (FAPE) for all students with disabilities as defined under IDEA. SLA will employ a licensed Special Education Director to oversee all special education programs in compliance with federal and state law.

SLA's service model includes:

- **Push-In Support:** Certified special education staff provide in-class support within the general education setting, enabling students to access the full Waldorf curriculum with appropriate accommodations.
- **Pull-Out / Resource Services:** Students requiring specialized instruction to meet IEP goals receive targeted resource services with minimal disruption to their learning day.
- **Self-Contained Program:** For students requiring more intensive support, a self-contained option will be available while enabling maximum inclusion as determined by each student's IEP.

All students will be placed in the Least Restrictive Environment (LRE) as mandated by IDEA. IEP teams will meet at least annually. The Waldorf model's reduced early-academic pressure and arts-rich environment is particularly supportive for students with varied learning profiles (Woods, Ashley, & Woods, 2005).

Multi-Language Learners (MLLs)

SLA will identify, assess, and serve all Multi-Language Learner students in compliance with Title III and Utah's State guidelines, employing a qualified ELL instructor. MLL students will receive annual WIDA ACCESS assessments, English Language Development instruction integrated with Waldorf content, co-teaching and sheltered instruction strategies, and culturally responsive materials. Waldorf's visual, kinesthetic, and arts-integrated approach is particularly effective for language learners who benefit from embodied learning beyond linguistic competency.

Economically Disadvantaged Students

SLA will actively recruit students from all socioeconomic backgrounds through community outreach. Supports include materials assistance, ensuring all students have access to school supplies, including Main Lesson Book materials, and transparent, accessible enrollment processes.

Advanced and Gifted Students

The Waldorf model's depth-over-breadth approach inherently supports advanced learners through student-directed inquiry, extended Main Lesson Book projects, peer tutoring, and creative extension activities. SLA will participate in identification and services for students qualifying for gifted and talented programming under Utah law, and will use mastery learning strategies to provide meaningful challenge without inappropriate grade-level acceleration (Perryman, n.d.).

Section 4: Market Analysis — South Utah County

4a. Why Star Lotus Academy Is Needed

A High-Growth Region with No Waldorf Public School Option

South Utah County — encompassing Spanish Fork, Springville, Salem, Payson, Mapleton, and Santaquin — is among the fastest-growing sub-regions in one of America's fastest-growing states. Spanish Fork grew by approximately 26% between 2010 and 2020, Salem by over 30%, with growth continuing strongly through the mid-2020s. Thousands of new homes are under construction or planned across the region as of 2025. Despite this explosive growth, South Utah County has no public Waldorf charter school. The entire Nebo School District — covering 2,700 square miles with over 35,000 students — currently lacks any whole-child arts-integrated charter option.

Wasatch Charter School, a public Waldorf charter in South Salt Lake, received 1,400 applications when it opened for 540 seats, and school data showed 48 enrolled students commuting from Utah County — many driving 90 minutes round-trip daily to access Waldorf education. When Mountain Sunrise Academy opened in Utah County, it had a very large wait list, even when opening during the pandemic, and continues to be fully enrolled. This documented demand demonstrates the strong and consistent interest in Waldorf education across Utah that SLA is positioned to serve in South Utah County.

4b. Target Demographics and Population Trends

SLA's target demographic is children ages 5–12 (K–6) residing in southern Utah County. The demographic profile aligns strongly with families who seek Waldorf education:

- Young families: Median ages in Spanish Fork (29.4) and Salem (32.1) are well below national medians, driven by high birth rates and the in-migration of young families.
- Education-valuing households: Levels of educational attainment have increased significantly over the past decade, with growing numbers of households prioritizing educational quality and exercising school choice.
- Arts-valuing community: The region has vibrant arts culture, including community theater, music programs, and visual arts organizations. Parent-led arts programs at multiple local schools evidence a strong community value for arts-integrated education.
- Growth trajectory: Utah County's population is expected to reach over 900,000 by 2035, with significant growth concentrated in the southern portion — meaning SLA's enrollment potential will increase steadily over time.

4c. Performance and Models of Nearby Competing Public Schools

Nebo School District's traditional public elementary schools provide solid foundational instruction aligned with Utah Core Standards, but do not offer Waldorf pedagogy, block teaching, teacher looping, handwork, Eurythmy, form drawing, or developmental whole-child frameworks. Available charter schools in the broader Utah County region focus primarily on classical education, STEM, or traditional academic acceleration — none offering the full Waldorf model SLA will provide.

Comparable whole-child charter schools such as Treeside Charter (a Waldorf-inspired school) filled to enrollment within their first year with substantial waiting lists, demonstrating that demand for arts-integrated alternatives consistently exceeds supply. SLA fills a genuinely distinct and currently unmet niche in Nebo School District.

4d. Enrollment Forecasts and Supporting Data

SLA's phased enrollment model (400 in Year 1, 500 in Year 2, 600 in Year 3) is designed to build quality alongside scale. Year 1 opens with Grades K–4: Kindergarten at 50 students, Grades 1–3 at 100 students each, and Grade 4 at 50 students. In Year 2, Grade 5 is added with 50 students while Grade 4 grows to 100, maintaining all other grades at the same levels and reaching 500 total. In Year 3, Grade 6 is added at 50 students, and Grade 5 grows to 100, completing the full K–6 program at 600 total. Based on documented regional interest, comparable school enrollment patterns, and the absence of any competing Waldorf charter in Nebo District, SLA is highly confident in its ability to meet these enrollment targets.

4e. Risks, Barriers, and Regulatory Considerations

- **Facility Acquisition:** SLA will engage a commercial real estate agent with charter school experience, pursue developer partnerships in the Spanish Fork/Salem growth corridor, and seek facility financing through the Utah Charter School Finance Authority.
- **Waldorf-Trained Staffing:** SLA will partner with the Alliance for Public Waldorf Education's teacher preparation network and offer in-house Waldorf mentor training to attract and retain qualified teachers.
- **Regulatory Compliance:** SLA will retain an experienced charter school consultant during startup and hire a qualified business manager to maintain full compliance from Day 1.
- **Community Awareness:** SLA will invest in community education through informational meetings, school visits to comparable Waldorf schools, and a robust digital and print outreach program to build enrollment interest and public understanding of the Waldorf model.

Appendix A: Background Information Sheets

Background Information Sheet

Name:	Krystelle Rose
Position on Board:	Charter Council President
Area of Expertise:	Waldorf Education, Business, Information Technology, Marketing, Community Engagement

Statement of Intent Regarding Role on the Board:

Krystelle is committed to serving this K-6 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 Mountain Sunrise Academy, the first 'Waldorf' charter in Utah County aligned with the standards of 'The Alliance for Public Waldorf Education.' She served as Executive Director during the start-up year and for 3 additional years. She is also a Founder of Azure Fields Waldorf High School and Hearthstone Academy, a K-8 Charter School. She has been involved in Waldorf Education for over 20 years and has visited over 15 Waldorf Schools across the U.S. She has traveled to 26 foreign countries and visited all 50 states. Waldorf Education is a passion of hers as it speaks to her values of providing an education that is developmentally driven, holistic, and experiential.

Not-for-Profit History Relevant to Board Role:

20 years Waldorf Education experience.

Utah Waldorf Founder — Events/Social Media Administrator for 900+ members.

Initiator and Founder of Wasatch Charter School (served as one of three directors for 1½ years during pre-operations).

Co-Founder of Treeside Academy.

Founder & Initiator of Mountain Sunrise Academy.

Founder of Azure Fields Waldorf High School and Hearthstone Academy.

5 years Waldorf teaching experience; 6 years Utah Waldorf Conference Director.

International published author on Waldorf Education.

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

Served on 5 Boards.

EMT Certified — Fairfax County, VA volunteer.

Council Member, Provo/Orem Chamber of Commerce Women's Division.

Employment History Relevant to Board Role:

Founder and Executive Director, Mountain Sunrise Academy (2016–2023), Saratoga Springs, UT.

Web development company co-founder, Hawaii.

Music studio business owner (10+ years).

Project Manager in Operations, Bank of America Corporate Offices, San Francisco, CA.

Administrative positions at Novell (IT and HR departments).

Administration, Miller Wade Company (benefits; obtained Health, Life, Disability, Property & Casualty licenses).

Additional work experience: Sales, Guest Relations, Special Needs Group Home, Orem City Instructor, and Youth Counselor.

Education History Relevant to Board Role:

MBA, Concentration: Information Technology — Western Governors University, 2017

PSM Certification (Professional Scrum Master), 2025

M.A. Ed., Concentration: Waldorf Education — Rudolf Steiner College, 2016

Waldorf Teaching Certificate — Rudolf Steiner College, 2016

Waldorf Administrative Certificate — Center for Anthroposophy, 2021

B.S. — Brigham Young University, 1996

BYU Hawaii, 1994

BYU Israel Jerusalem Center, 1992

Study Abroad: Egypt and Jordan, 1992

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED 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:

A handwritten signature in black ink that reads "Krystelle Rose". The script is cursive and fluid, with the first name "Krystelle" being larger and more prominent than the last name "Rose".

Date: June 22, 2026

Background Information Sheet

Name:	Frances R. Smith
Position on Board:	Vice-President
Area of Expertise:	BFA, Trained Waldorf Teacher, Handwork Teacher (Grades 1-8), Public Arts Director, Grant Writer

Statement of Intent Regarding Role on the Board:

To support our board in meeting the state requirements for a charter school to bring Waldorf to South Utah County. Frances brings a rich background as a trained Waldorf teacher, a handwork teacher of grades 1-8, and as co-owner and teacher at a Handwork and Farm School. She has toured many Waldorf schools across the United States, from Manhattan to Portland, studying the history of the movement and how Waldorf schools are integrated into their communities.

Not-for-Profit History Relevant to Board Role:

Grant writing for studio arts funding and live/work spaces in downtown Provo. Experience with community arts fundraising and public arts advocacy.

Employment History Relevant to Board Role:

Director, Downtown Provo Public Arts Program. Director, Sculpting Civic Pride. Director, First Fridays Gallery Stroll. Co-founder, Provo Farmers Market. Co-owner and teacher, Hedgerow Hill Handwork and Farm School. Waldorf Handwork Teacher, Grades 1-8.

Education History Relevant to Board Role:

BFA — Brigham Young University. Certified Waldorf Teacher.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED 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 4, 2026

Background Information Sheet

Name:	Susan Merle McDonald
Position on Board:	Secretary
Area of Expertise:	Elementary Education, Waldorf Trained Teacher, Waldorf Teacher Trainer in Utah

Statement of Intent Regarding Role on the Board:

To help create a Waldorf school that follows Waldorf pedagogy and tradition. Susan wants to work towards a better balance between the Waldorf Curriculum and Utah State Curriculum and standards. She is committed to supporting the charter council in its organizational and governance functions.

Not-for-Profit History Relevant to Board Role:

Current Board President, Azure Fields Charter High School. Demographic research and analysis at Scott McDonald and Associates, gaining expertise in life traffic, accessibility, visibility, and marketing for small practices.

Employment History Relevant to Board Role:

Public school teacher in California for many years. Waldorf teacher for 6 years at two Utah Waldorf charter schools (Mountain Sunrise Academy and Wasatch Charter School). Currently works in a Hybrid Waldorf Homeschool (Honeycomb Cottage Homeschool Cooperative). Currently a Waldorf Teacher Trainer in Utah.

Education History Relevant to Board Role:

B.S. in Elementary Education — Brigham Young University. 30 Graduate Level Credits in Literature and Language for California clear teaching license (CSUS). Current Utah State Teaching License.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED 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:

A handwritten signature in black ink that reads "Susan Merle McDonald". The signature is written in a cursive style with a large, stylized 'S' and 'M'.

Date: June 3, 2026

Background Information Sheet

Name:	Elizabeth Bourland
Position on Board:	Treasurer
Area of Expertise:	Business Management, Financial Planning, Bookkeeping, Budgeting, Certified Waldorf Teacher

Statement of Intent Regarding Role on the Board:

I intend to serve as a founding board member and Treasurer for Star Lotus Academy. I support the school's mission to provide a high-quality public Waldorf education that nourishes the development of the whole child, from the inside out. Being a certified Waldorf teacher and having held multiple positions in various Waldorf Schools, I am committed to helping build the Waldorf community in Utah and providing access to this wonderful education to as many students as possible. I am committed to contributing my financial and organizational skills to help ensure the school's successful development and operation.

Not-for-Profit History Relevant to Board Role:

Former Charter School Administrator.

Employment History Relevant to Board Role:

Teacher, Summerfield Waldorf School. Special Education aide, Live Oak Charter School. Teacher and Curriculum Director, Mountain Sunrise Academy. Co-owner and teacher, Hedgerow Hill Handwork and Farm School.

Education History Relevant to Board Role:

Certified Waldorf Teacher — Center for Educational Renewal.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED 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 5, 2026

Background Information Sheet

Name:	Iva Barrett
Position on Board:	Council Member
Area of Expertise:	Waldorf Education, Movement, Music, Fundraising, Community Engagement

Statement of Intent Regarding Role on the Board:

I seek appointment to the governing board because I am deeply committed to expanding educational opportunities and helping students reach their full potential. I support the charter school's mission to provide innovative, student-centered learning experiences that prepare young people for success in college, careers, and community life. My background in education, volunteer service, and youth development has strengthened my understanding of the challenges and opportunities facing schools today. As a board member, I will promote academic excellence, ethical governance, and continuous improvement. I am dedicated to working collaboratively with fellow board members, school leadership, families, and community partners to ensure positive outcomes for all students.

Not-for-Profit History Relevant to Board Role:

I have extensive experience serving my community through education and leadership roles within the charter school sector. As an educator and community leader, I have collaborated with families, staff, community partners, and governing bodies to support student success and advance the school's mission. My work has included community engagement, program development, event planning, fundraising, and advocacy on behalf of students and families. Through these experiences, I have developed a strong understanding of mission-driven organizations, stakeholder engagement, and community service.

Employment History Relevant to Board Role:

Treeside Charter School (2017–Present): Movement and Yoga Teacher, Waldorf Specialist, Social Media Manager & Community Outreach Coordinator, Provo, UT. Movement and Mindfulness Integration Mentor and Speaker (2022–Present). The Yoga Underground — Yoga Teacher (2021–Present). Walden School of Liberal Arts — P.E. Teacher (2016–2017), Provo, UT. PTO member, Kona Pacific Waldorf Charter School, Big Island, Hawaii (2015). Special Education Paraprofessional & Choir Teacher, Vista Del Mar School, Los Angeles, CA (2003–2005). Private vocal coach, Kosmik Records, Los Angeles.

Education History Relevant to Board Role:

WGU — Elementary Education B.A. (2020–2026). BYU — Vocal Performance Major (2000–2002). Gymnasium Bozeny Nemcove — Foreign Language & Arts-Focused College Preparatory High School (1995–1999).

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED 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:

A handwritten signature in black ink, appearing to read "Ivan Bumbal". The signature is fluid and cursive, with a long horizontal stroke extending from the end.

Date: June 22, 2026

Background Information Sheet

Name:	Michael Brook
Position on Board:	Council Member
Area of Expertise:	Holistic Health, Peak Performance, Prevention and Health Insurance

Statement of Intent Regarding Role on the Board:

I am interested in serving on the governing board to support all young people in the pursuit of developing optimal physical, emotional and mental health. In addition to teaching academic and life skills, I believe that character building and social responsibility are a key part of any educational process. Education and inspiration are foundational to building a successful life and making a meaningful contribution to society. I have a strong background in holding a vision and helping people achieve their personal and collective mission. I look forward to helping Star Lotus Academy fulfill theirs.

Not-for-Profit History Relevant to Board Role:

Developed Positive Air, a High Performance Living program presenting motivational assemblies, classroom workshops, teacher training, and parent programs promoting healthy lifestyle choices, high achievement, self-esteem, and anti-drug/alcohol messaging to over one million students, staff, and parents in a 6-state area. Currently volunteers with Communities That Care (CTC) and teaches the Nedley Anxiety and Depression course.

Employment History Relevant to Board Role:

Program design, training, sales, and marketing for Positive Air. Presented to over one million students, staff, and parents across six states. Holistic health presentations in the insurance industry. Works with a program that financially rewards employees for healthy lifestyle choices.

Education History Relevant to Board Role:

Sociology studies, University of Colorado. Extensive personal and professional development training in self-esteem, self-image, and optimal health — applied to educational excellence contexts.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED 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 3, 2026

Background Information Sheet

Name:	Christian Swenson
Position on Board:	Council Member
Area of Expertise:	Special Education, Philosophy, Comparative Studies, College-Level Teaching, Autism Advocacy, Rudolf Steiner Scholarship, Pedagogical Theory

Statement of Intent Regarding Role on the Board:

The system of thought expounded by Rudolf Steiner in his voluminous work, as manifest in Waldorf pedagogy as well as many other places, resonates with me deeply and compels me to help the insight it provides reach as many minds and hearts as possible. I am a specialist in the philosophy and pedagogy of Rudolf Steiner, the founder of Waldorf Education, and am often looked to by people in Waldorf movements to learn about the original vision.

Not-for-Profit History Relevant to Board Role:

Founding board member, Mountain Sunrise Academy. Founding board member, Azure Fields Charter School (currently pre-opening).

Employment History Relevant to Board Role:

Archivist, Center for Swedenborgian Studies, Berkeley, CA (2025–Present). Classroom Teacher, Mountain Sunrise Academy (2022–2024). Adjunct Instructor, Utah Valley University (2020–2025). Adjunct Instructor, Brigham Young University (2019–2025). Graduate Student Instructor, Brigham Young University (2018–2019). Box Office / Copywriter, Hale Center Theater Orem (2015–Present). Writing Consultant, Westminster College Writing Center (2014–2015).

Education History Relevant to Board Role:

PhD student (in progress), Graduate Theological Union, Berkeley, CA (attending remotely from Utah). MA — Brigham Young University. BS in Philosophy — Westminster College.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED 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 5, 2026

Appendix B: Articles of Incorporation

The following Articles of Incorporation for Star Lotus Academy, Inc. were adopted by Krystelle Rose as Incorporator on June 8, 2026, and submitted to the Utah Division of Corporations and Commercial Code.

ARTICLES OF INCORPORATION OF STAR LOTUS ACADEMY, INC.

The undersigned natural person over the age of eighteen (18) years, acting as incorporator of nonprofit corporation under the Utah Revised nonprofit Corporation Act, adopts the following Articles of Incorporation for said corporation:

ARTICLE I — NAME

The name of this nonprofit corporation shall be STAR LOTUS ACADEMY.

ARTICLE II — DURATION

This corporation shall continue in existence perpetually unless dissolved pursuant to law.

ARTICLE III — PURPOSES

- (1) To operate exclusively as a nonprofit corporation under the laws of the State of Utah.
- (2) To operate exclusively for charitable, benevolent and educational purposes and engage in any and all other lawful purposes authorized by Section 501(c)(3) of the Internal Revenue Code of 1986 and consistent with those powers described in the Utah Revised Nonprofit Corporation Act, as amended.
- (3) To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity in furtherance of, incidental to, or connected with any of the other purposes.
- (4) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, directors, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein.
- (5) The specific purpose of the corporation is to establish, support, and operate educational programs and schools, including public charter schools, and to engage in any lawful activities that further charitable and educational purposes.

ARTICLE IV — NO VOTING MEMBERS

This corporation shall not issue shares of stock evidencing membership. The corporation shall have no voting members. All powers of the corporation shall be exercised by or under the authority of the Board of Directors.

ARTICLE V — POWERS

A. Powers in General. Subject to the pursuits and objectives declared in Article III and any other limitations herein expressed, this corporation shall have the power to do any and all things which a nonprofit corporation may do under the laws of the State of Utah, including, but not limited to, the following:

- (1) To receive, acquire, hold, manage, administer, and expend property and funds for purposes authorized by Section 501(c)(3) of the Code;

(2) To take property and funds by will, gift, or otherwise. The corporation shall not have the power to take or hold property or funds for any purpose other than purposes authorized by Section 501(c)(3) of the Code;

(3) To hold, in its own name and right, real and personal property of every nature and description without limitation as to extent, character or amount, and with all the powers of control, management, investment, change, and disposal incident to the absolute ownership of property or funds by a private person, subject only to the terms of particular trusts and to the general trust that all its properties and funds shall be held for purposes authorized by Section 501(c)(3) of the Code;

(4) To borrow money either upon or without security, giving such promissory notes or other evidences of indebtedness and such pledges, mortgages, or other instruments of hypothecation as it may be advised;

(5) To appoint and pay officers and agents to conduct and administer the affairs of the corporation;

(6) To adopt Bylaws prescribing the duties of the officers and agents of the corporation, the detail of the organization, the time and manner of its meetings, and any and all detail incident to its organization and the efficient conduct and management of its affairs;

(7) To do any and all things which a natural person might do, necessary and desirable for the general purposes for which the corporation is organized;

(8) To receive and use funds obtained from private donations, devises and bequests, and from all lawful sources to be applied for purposes authorized by Section 501(c)(3) of the Code;

(9) No recital, expression or declaration of specific or special powers or purposes hereinabove enumerated shall be deemed exclusive, it being intended that this corporation shall have any and all other powers necessary or incidental to the accomplishment of its objects and purposes and each and all of the powers now conferred or that may hereafter be conferred by the laws of the State of Utah on nonprofit corporations.

B. Powers Relating to Specific Objects and Purposes. This corporation shall have the powers necessary or incidental to the carrying on of its objects and purpose.

C. Restrictions. Notwithstanding any statement to the contrary in these Articles of Incorporation, no part of the net earnings of the corporation shall inure to the benefit of any director or officer of the corporation or any private individual, except that reasonable compensation may be paid for services rendered to or for the corporation affecting one or more of its purposes; and no director or officer of the corporation or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the corporation. No substantial part of the activities of this corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as permitted by Section 501 of the Internal Revenue Code of 1986 or corresponding provisions or any subsequent Federal tax laws), and the corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. This corporation shall not carry on, otherwise than as an insubstantial part of its activities, activities which are not in furtherance of one or more of the aforementioned purposes for which the corporation is organized. The corporation shall hold its assets subject to and in accordance with Utah Code § 53A-1a-510.5 and -517.

ARTICLE VI — PRINCIPAL OFFICE

The principal office and mailing address of the Corporation shall be 3174 S. Deer Canyon Dr., Saratoga Springs, UT 84045.

ARTICLE VII — REGISTERED AGENT

The name of the natural person who is to serve as the Registered Agent of the Corporation is Krystelle Rose. The address of the Corporation's Registered Office shall be 3174 S. Deer Canyon Dr., Saratoga Springs, UT 84045.

ARTICLE VIII — INITIAL CHARTER COUNCIL BOARD OF TRUSTEES

The number of directors of the corporation shall be no less than five (5) and no more than nine (9), as fixed pursuant to the corporation's Bylaws. The number of directors constituting the initial Board of Directors is 6 and the names and addresses of the persons who are to serve as directors until their successors are selected and qualified are: Krystelle Rose — 3174 S. Deer Canyon Dr., Saratoga Springs, UT 84045

Frances R. Callis — 7637 South Riverbottoms Road, Spanish Fork, UT 84660

Elizabeth Bourland — 127 W 200 S, Goshen, UT 84633

Susan McDonald — 2331 W. Stonehaven Loop, Lehi, UT 84048

Iva Barrett — 175 E. Volunteer Dr., Spanish Fork, UT 84660

Christian Swenson — 795 E. 1150 N., Pleasant Grove, UT 84062

Michael Brook — 294 S. 400 E., Manti, UT 84642

ARTICLE IX — LIMITATIONS ON LIABILITY

The directors, officers and employees of the corporation shall not be personally liable in those capacities for the acts, debts, liabilities or obligations of the corporation.

ARTICLE X — BYLAWS

Provisions for the regulation and management of the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE XI — AMENDMENT OF ARTICLES OF INCORPORATION

These Articles of Incorporation may be amended at any time in any manner permissible under the laws of the State of Utah, provided that the Articles shall not be amended so as to change this corporation from a nonprofit corporation to one organized for pecuniary profit, nor so as to make the purposes inconsistent with those specified in Article III.

ARTICLE XII — DISSOLUTION

Upon dissolution, the Board of Directors shall, after paying or making provision for payment of all liabilities, transfer the assets of the Corporation to the Utah State Board of Education for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or to the federal, state, or local government for a public purpose.

ARTICLE XIII — DEBTS AND OBLIGATIONS

Neither the corporation's chartering entity nor the State of Utah, including any agency of the State of Utah, is liable for the debts or financial obligations of the corporation or officers, agents, or individuals of the corporation.

ACKNOWLEDGMENT BY REGISTERED AGENT

In Witness Whereof, I Krystelle Rose, have executed these Articles of Incorporation this day of June 8th, 2026 and say that I am the incorporator and have read the above foregoing articles of incorporation; know the contents thereof; and that the same is true to the best of my knowledge and belief.

I, the undersigned, acting as registered agent under the Utah Revised Business Corporation Act,

adopt the following Articles of Incorporation for such Corporation:

Star Lotus Academy, Inc.

Signature: *Krystelle Rose*

Date: June 8, 2026

Appendix C: Governing Board Bylaws

The following Bylaws for Star Lotus Academy were adopted by the Charter Council Board of Trustees.

BYLAWS OF STAR LOTUS ACADEMY

ARTICLE I — NAME AND PURPOSE

Section 1. Name. The name of the corporation shall be STAR LOTUS ACADEMY. Section 2. Purpose. The corporation is organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and for the establishment and operation of a public charter school under the laws of the State of Utah.

ARTICLE II — OFFICES

The principal office shall be located in Utah.

ARTICLE III — NO MEMBERS

The corporation shall have no voting members. All powers of the corporation shall be exercised by or under the authority of the Charter Council Board of Trustees.

ARTICLE IV — FOUNDING BOARD

Section 1. Purpose. The Founding Board shall guide the corporation's development, charter application, planning, and startup activities. Section 2. Number. The Founding Board shall consist of not fewer than five (5) and not more than nine (9) directors. Section 3. Appointment. Founding Board members shall be appointed by majority vote of the existing Founding Board. Section 4. Term. Founding Board members shall serve until: (a) Transition to the Governing Board; (b) Resignation; (c) Removal; or (d) Expiration of their term as determined by Board policy. Section 5. Transition. Upon approval and commencement of school operations, the Founding Board shall transition governance authority to the Governing Board according to these bylaws.

ARTICLE V — GOVERNING BOARD

Section 1. Authority. The Governing Board shall have full authority over the affairs, property, finances, policies, and operation of the corporation and charter school. Section 2. Number. The Governing Board shall consist of not fewer than five (5) and not more than seven (7) directors. Section 3. Appointment. Vacancies shall be filled through appointment by majority vote of the Charter Council Board of Trustees. Section 4. Qualifications. The Charter Council Board of Trustees shall seek individuals with expertise in Waldorf education, finance, law, governance, business, facilities, community engagement, and related fields. Section 5. Terms. Trustees shall serve staggered 1 to 3 year terms. Section 6. Term Limits. Trustees may serve up to three consecutive terms unless waived by a two-thirds vote of the Board.

ARTICLE VI — REMOVAL AND VACANCIES

Section 1. Removal. A Trustee may be removed for cause or without cause by a two-thirds vote of the Board. Section 2. Vacancies. Vacancies shall be filled by appointment of the Charter Council Board of Trustees for the remainder of the unexpired term.

ARTICLE VII — OFFICERS

Section 1. Officers. The officers shall consist of: (a) Chair; (b) Vice-Chair; (c) Secretary; (d) Treasurer; (e) Council Members. Section 2. Election. Officers shall be elected annually by the Charter Council Board of Trustees. Section 3. Duties. The duties of officers shall be established by Board policy and customary nonprofit governance practices.

ARTICLE VIII — MEETINGS

Section 1. Regular Meetings. The Charter Council Board of Trustees shall meet at least quarterly and may establish a regular meeting schedule. Section 2. Special Meetings. Special meetings may be called by the Chair or by any three directors. Section 3. Notice. Notice shall be provided at least twenty-four (24) hours before any meeting unless otherwise required by law or there is an emergency meeting. Section 4. Open Meetings. The Charter Council Board of Trustees shall comply with the Utah Open and Public Meetings Act as applicable.

ARTICLE IX — QUORUM AND VOTING

Section 1. Quorum. A majority of currently serving Trustees shall constitute a quorum. Section 2. Voting. Actions shall be approved by a majority vote of Trustees present unless a greater vote is required by law.

ARTICLE X — COMMITTEES

The Charter Council Board of Trustees may establish standing or ad hoc committees and appoint committee members as necessary.

ARTICLE XI — CONFLICT OF INTEREST

The Charter Council Board of Trustees shall adopt and maintain a Conflict of Interest Policy consistent with federal law, Utah law, and charter school requirements.

ARTICLE XII — INDEMNIFICATION

To the fullest extent permitted by Utah law, the corporation shall indemnify its directors, officers, employees, and agents against liabilities incurred in connection with service to the corporation.

ARTICLE XIII — NONDISCRIMINATION

The corporation shall not discriminate on the basis of race, color, national origin, sex, disability, religion, age, or any other protected classification under applicable law.

ARTICLE XIV — AMENDMENTS

These bylaws may be amended by a two-thirds vote of the Charter Council Board of Trustees, provided written notice of the proposed amendment is given prior to the meeting at which the amendment is considered.

Appendix D: Charter Council Meeting Minutes — June 20, 2026

The following pages contain the official minutes of the Star Lotus Academy Charter Council Meeting held on June 20, 2026, at Hedgerow Hill Farm, Spanish Fork, Utah. The meeting included adoption of the Articles of Incorporation and Bylaws, review of background information sheets, and other startup business. Minutes recorded by Susan Merle McDonald, Council Secretary.



Star Lotus Academy Charter Council Meeting

June 20, 2026 - 11:15 a.m.
Hedgerow Hill Farm, Spanish Fork

MEMBERS PRESENT:

- ☒ Krystelle Rose - Council President
- ☒ Francis Callis - Council Vice-President
- ☒ Susan Merle McDonald - Council Secretary
- ☒ Elizabeth Bourland - Council Treasurer
- ☒ Michael Brook - Council Member - Online Attendance
- ☒ Iva Barrett - Council Member
- ☒ Christian Swenson - Council Member- Online Attendance

Virtual Access on Zoom

Zoom Link: <https://us04web.zoom.us/j/72450613077?pwd=kOKLbamUX3MPYdwOWsSO2ygeOa3qfi.1>

Meeting ID: 7245061

Passcode: 6cup4L

MINUTES Recorded by: Susan Merle McDonald

TIME	AGENDA ITEM/ PERSON RESPONSIBLE	DISCUSSION	ACTIONS TAKEN OR PLANNED
11:15	Welcome	Call to Order - 11:15	
	Public Comments	N/A	
	Review of Minutes from Previous Meeting May 15, 2026	Articles of Incorporation Turned In to the State Charter School Board Meeting with Utah State Charter School Board Representative - Betty Jimenez Tour of the Hedgerow Farm & Handwork School Completed: Background Information Sheets for each Council Member	Motion to approve Minutes from Council meeting May 15, 2026, called by: Krystelle Rose Seconded by: Elizabeth Bourland Vote Outcome: ☒ Krystelle Rose ☒ Elizabeth Bourland ☒ Francis Callis ☒ Susan McDonald ☒ Michael Brook ☒ Iva Barrett ☒ Christian Swenson
	Board Committees Reports	Academic Growth Committee: N/A Finance Committee: N/A Charter Compliance Committee: N/A	
	Council President's Report	Approval/Vote on the Articles of Incorporation and Bylaws	Motion to Adopt Articles of Incorporation and Bylaws for Star Lotus Academy by: Francis Callis

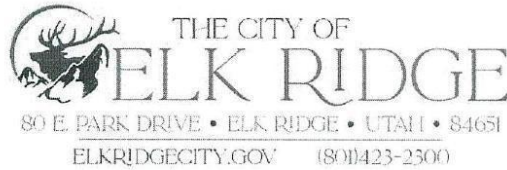
			Seconded by: Michael Brooks Vote Outcome: ☒ Krystelle Rose ☒ Elizabeth Bourland ☒ Francis Callis ☒ Susan McDonald ☒ Michael Brook ☒ Iva Barrett ☒ Christian Swenson
	Other Business	N/A	
	Adjournment & Next Meeting Information:	Next Council Meeting: Thursday - August 20, 2026 Adjournment Time 11:21	Motion to Adjourn our Current Council Meeting Proposed by: Krystelle Rose Seconded by: Christian Swenson Vote Outcome: ☒ Krystelle Rose ☒ Elizabeth Bourland ☒ Francis Callis ☒ Susan McDonald ☒ Michael Brook ☒ Iva Barrett ☒ Christian Swenson

Works Cited

- Alliance for Public Waldorf Education. (n.d.). Public Waldorf–Common Core Curriculum Alignment and Handbook. Retrieved from <https://www.allianceforpublicwaldorfeducation.org/>
- Cosgrove, C., & Ryan, S. (2006). The Effects of A Learning Strategy, Bal-A-Vis-X, on DIBELS Reading Scores.
- Fischer, K. (2009). Mind, brain, and education: Building a scientific groundwork for learning and teaching. *Mind, Brain, and Education*, 3(1), 3–16.
- Friedlaender, D., Beckham, K., Zheng, X., & Darling-Hammond, L. (2015). Growing a Waldorf-Inspired Approach in a Public School District [study title]. Stanford Center for Opportunity Policy in Education.
- Mayes, C. (2003). *Seven Curricular Landscapes: An Approach to the Holistic Curriculum*. University Press of America.
- Oberman, I. (1997). Waldorf history: Case study of an innovative school. Annual Meeting of the American Educational Research Association.
- Perryman, L. (n.d.). Mastery Learning and Its Implications for Gifted Education Programs. ERIC Foundation.
- Randoll, D., & Peters, J. (2015). Empirical research on Waldorf education. *Educar em Revista*, (56), 33–47.
- Sousa, D. (2010). *Mind, Brain, and Education: Neuroscience Implications for the Classroom*. Solution Tree Press.
- Utah Population Committee. (2023). *Utah Long-Term Population Projections*. Salt Lake City, UT: Governor's Office of Planning & Budget.
- Woods, P., Ashley, M., & Woods, G. (2005). *Steiner Schools England*. UK Department for Education and Skills.

Appendix E: Letters of Support

The following letters of support have been received from community members, parents, and civic leaders in support of Star Lotus Academy's charter application.



June 8, 2026

Star Lotus Academy Charter Council
Attn: Frances Smith

Dear Ms. Smith and Members of the Charter Council,

I am pleased to offer my support for the proposed establishment of Star Lotus Academy, a public Waldorf charter school serving families in South Utah County.

As Mayor of Elk Ridge, I recognize the importance of providing families with high-quality educational opportunities that meet the diverse needs of our growing communities. The educational model you have outlined (emphasizing academic excellence, creativity, critical thinking, experiential learning, arts, music, outdoor education, and strong classroom relationships) would provide an important additional option for families in our area.

I appreciate your commitment to creating a tuition-free public charter school that supports the intellectual, emotional, and social development of students while fostering a lifelong love of learning. Expanding educational choice can strengthen communities and better serve the wide variety of learning styles and family preferences that exist throughout South Utah County.

I also believe this proposed school has the potential to increase family engagement and contribute positively to the educational environment within the region.

Thank you for your dedication to serving local students and families. I wish you success as you continue through the charter authorization process and appreciate the effort your team is making to expand opportunities for education in our community.

Sincerely,

Mayor Rob Haddock
City of Elk Ridge, Utah

To whom it may concern,

I am writing this letter in support of the Waldorf charter school being established in South Utah County. I live in Spanish Fork and have a farmers' market booth in Provo. I grow and sell herbs, vegetables, fruit and foraged foods and herbs as well. I have met many people over the years who have become a huge support for local agriculture. One of my concerns is that many people do not have a connection to where food comes from or how to relate to the seasons and the rhythm of the year. It has been a huge privilege and honor to have many conversations with customers teaching them about the plants. We have grown a community of earnest folks who love to support us, and are hungry for a deeper connection to the natural world around them. I love Waldorf education because it grounds the students in the rhythms of growing food, tending animals, nature connection, and because the students learn from culture making activities such as storytelling, singing songs, memorizing poetry, and my favorite! they write and illustrate their own textbooks which helps them truly understand what they have learned. They are taught the human stories which gives them a rich cultural context to appreciate their heritage and their ancestors. It also helps them have a strong foundation for approaching the future with wisdom and appreciation. I would love to have Waldorf education local to me and for my children when I have them in the near future, and see a need for it in the community. I wholeheartedly support Waldorf education and would love to see it brought to South Utah County!

Many thanks,
Ella Slade

Dorianna Montoya
76 E 1170 S
Payson, UT 84651
June 12, 2026

To Whom It May Concern,

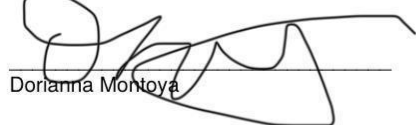
I am grateful for the efforts being made to bring a Waldorf charter school to our area and would like to express my support for this exciting opportunity for our community.

As a parent, I know that children are not all the same, and neither are the ways they learn. While traditional public schools serve many students well, some children need a different approach to truly thrive. My own daughter has struggled in a conventional setting at times, and I know there are many families who would appreciate having another educational option available.

I have had the privilege of watching the people involved in creating this school work tirelessly toward this goal. Over the years, I have seen their dedication, creativity, and genuine love for children and learning. They are thoughtful, hardworking people who care deeply about building something meaningful for families in our community. I have no doubt that their efforts would be well received and that this school would provide a much-needed alternative for students whose gifts and learning styles may not fit neatly into a traditional classroom.

I believe that having educational choice benefits everyone. It gives parents the opportunity to find the environment where their children can flourish, discover their strengths, and develop a lifelong love of learning. I am excited about the possibility of a Waldorf school becoming part of our community and believe it would be a wonderful addition for many families.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dorianna Montoya', written over a horizontal line.

Dorianna Montoya

Julie Ostler

595 S Towers Dr.
Salem, UT 84653

June 11, 2026

To the Members of the State Charter School Board,

I am writing to express my support for the proposed Waldorf charter school in our community, Star Lotus Academy.

Although I do not currently have children in the age group the school will serve, I strongly believe that families in our area deserve access to a wider variety of educational choices. Every child learns differently, and it is important that public education includes options that meet a range of needs and learning styles.

Waldorf education offers a unique approach that values creativity, hands-on learning, meaningful relationships, and the healthy development of the whole child. Many families are actively seeking educational environments that nurture not only academic growth, but also imagination, character, and a genuine love of learning.

I believe this school would be a valuable addition to our community, and I encourage you to approve its charter application.

Thank you for your time and consideration.

Sincerely,

Julie Ostler