



WASATCH WALDORF CHARTER SCHOOL

An education worthy of the promise inherent in every child

Charter Application

Submitted to State of Utah Charter School Board December 10, 2014

Required Information

I. Charter School Information			
1. Wasatch Waldorf Charter School (formerly Mountain Sunrise Academy)			
2. Wasatch Waldorf Charter School Governing Board			
3. Emily Merchant			
4. 1800 East Harrison Avenue Salt Lake City, UT 84108			
5. 703-853-0987		6. Emily.k.merchant@gmail.com	
7. District(s) where proposed charter school is located: Salt Lake, Granite, Murray			
8. District contact(s) and date complete application submitted to district(s). (NOTE: repeat this statement for each district in which the school may be located.)			
Submitted to McKell Withers who works at Salt Lake School District on December 10, 2014.			
Submitted to Martin Bates who works at Granite School District on December 10, 2014.			
Submitted to Steven Hirase who works at Murray School District on December 10, 2014.			
9. Form of organization (check)			
<input checked="" type="checkbox"/> Nonprofit Corporation <input type="checkbox"/> Tribal entity <input type="checkbox"/> Other			
10. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)			
Name	Email	Type of Member (e.g., parent, business)	Position on Board (e.g., chair, secretary)
Byron Harvis	beharvison@gmail.com	Attorney	President
Kim Haleck	kimhaleck@gmail.com	Waldorf Adviser/Parent	Vice-President
Emily Thunberg	Emily.thunberg@comcast.net	Business Developer	Secretary
John Hardy	jwhardy@outlook.com	Real Estate Developer	Treasurer
Robert Macdonald	r.a.macdonald2@gmail.com	Professor	Board Member
Lisa Canella	Lisa.canella@icloud.com	Entrepreneur/Parent	Board Member
Emily Merchant	Emily.k.merchant@gmail.com	Education Analyst	Executive Director
11. Year school will start: 2016		12. Grades served: K-8	
13. Number of instructional days: 180		14. Number of instructional hours: 994 (1-8), 503 (K)	
15. Requested Enrollment			
Operational year 1: Grade K: 60 Grades 1-6: 360 Grades 7-8: 120 Grades 9-12: ____ Total: 540			
Operational year 2: Grade K: 60 Grades 1-6: 360 Grades 7-8: 120 Grades 9-12: ____ Total: 540			
Operational year 3: Grade K: 60 Grades 1-6: 360 Grades 7-8: 120 Grades 9-12: ____ Total: 540			
Does proposed grade configuration match resident district grade configuration? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Yes, for 50% of the school districts within a 5 mile radius.			
16. Target percentage of educationally disadvantaged students: 10%			

<p>17. Is this a application seeking special treatment under UCA 53A-1a-501.9? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>18. Is this application seeking priority consideration under UCA 53A-1a-502.5? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>19. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers. Provide details regarding the need for the waiver as Attachment A). None</p>	
<p>20. List persons whom you have designated as founding members of the school. Children/grandchildren of a Founding Member (an individual who has had a significant role in the development of a charter school application), children/grandchildren of an employee, and siblings of students currently attending the charter school are eligible for preferential enrollment under both State and Federal Charter School law. Also, identify the percentage of students eligible for preferential enrollment under the status of founder's child or employee child.</p> <p>5% of total student population is eligible for preference under founders or employee status per the Lottery Policy in Section 3. Founders who may be eligible based on the Founders Policy, also in Section 3, include those listed above as Board Members and the Executive Director as well as: Ellen McGaughy, Tim McGaughy, Marla Macdonald, Krystelle Rose, Jeffrey Merchant, Gus Thunberg, Ary Faraji, Alecia Murphy, Matthew Pardini, and Rebecca Pettersson.</p>	

<p>II. Assurances</p>
<p>The applicant charter school hereby assures and certifies to the Utah State Charter School Board and Utah State Board of Education that: Read and Check</p>
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The charter school will make provision for such fiscal control, fund and program accounting procedures as may be necessary to assure proper disbursement and accounting for all funds, and will utilize fiscal procedures that are consistent with generally accepted standards of fiscal management. <input checked="" type="checkbox"/> The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship. <input checked="" type="checkbox"/> The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student. <input checked="" type="checkbox"/> The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making. <input checked="" type="checkbox"/> The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting. <input checked="" type="checkbox"/> A copy of the charter will be supplied to interested individuals or groups on request. <input checked="" type="checkbox"/> The charter school will be fully accredited no later than its second year of operation. <input checked="" type="checkbox"/> The charter school will acquire and maintain nonprofit corporate status. <input checked="" type="checkbox"/> The charter school will acquire and maintain all required insurances, including General Liability Coverage for both Bodily Injury and Property Damage Liability at \$2 million per occurrence; perhaps, with an annual aggregate amount; Automobile Liability Coverage for Bodily Injury and Property Damage at \$2 million per occurrence including PIP coverage; Personal Injury / Civil Rights Coverage for claimed Constitutional violations and claimed violations of federal and state law at \$2 million per occurrence; Errors and Omission Coverage for, among other things, actions taken by directors and board members who govern the school at \$2 million per occurrence; Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds; Property Coverages - probably a standard all-risk property policy with possible endorsements for Business Interruption, Extra Expense and Tuition Fee coverage; Workers' Compensation Coverage at such amounts and limits as required by Utah law; and Treasurer's Bond.

- The charter school will maintain accurate student transcripts.
- The charter school is nonsectarian in its programs, admission policies, and employment practices and all other operations.
- The charter school Principal/Director shall attend a one-day special education training class sponsored by the Utah State Office of Education prior to the first day of instruction and annually thereafter.
- The governing board will name and provide email contact information for the following individuals prior to opening and at any time the school makes changes to these positions: Board Chair, Executive Director, Principal, Assistant Principal, Assessment Director, Special Education Director, Title IX Civil Rights Monitor Officer, Section 504 Coordinator, and Business Official.

- The charter school applicant acknowledges that neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities who operate the charter school.
- The charter school applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. The charter school applicant understands that incomplete applications will not be considered.
- The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Board of Education and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

The authorized agent of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.

III. Signatures

WE, THE UNDERSIGNED, do hereby agree to the certifications contained in *Section II. Assurances* above.

Name of Authorized Agent: Emily Merchant

Signature of Authorized Agent 

Name of Charter School Board Chair: Byron Harvison

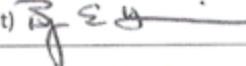
Signature of Charter School Board Chair (if different than Authorized Agent) 

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EXECUTIVE SUMMARY

Wasatch Waldorf Charter School (WWCS) provides an innovative, holistic, student-centered, developmentally appropriate education to a community desiring a whole child educational option. Through the use of Waldorf methods, the school nourishes a child's natural curiosity and passion for learning by respecting the unique developmental stages each child experiences. All facets of the school are structured around a comprehensive understanding of human development—an understanding that nurtures a community of self-awareness, respect and dignity.

APPLICANT GROUP'S ORIGIN

WWCS was founded by a diverse group of individuals with varied first-hand experiences with Waldorf education. Each founder came to WWCS with a passion for the beauty, curriculum, methods, and successes of Waldorf education. As parents of Waldorf students, former students in Waldorf schools, former teachers and assistants in Waldorf schools, and individuals seeking training in Waldorf education, each has sought to replicate the success of the Waldorf model and make this type of educational experience accessible to students in the Salt Lake Valley in Utah.

WWCS DEVELOPMENT

Slated to open in August of 2016, WWCS will be the first Waldorf school in the State of Utah. WWCS will be located in the Millcreek area of Salt Lake County and serve up to 540 students, with 3 Kindergarten classes of approximately 60 students and 2 classes for each grade 1–8, with a maximum class size of 30. WWCS will serve students of all incomes, cultural backgrounds and academic abilities. The centralized location in the Salt Lake Valley will draw students from the local community and the surrounding region.

EDUCATIONAL PROGRAM

WWCS is a K–8 public school that:

- Offers a rigorous, relevant, balanced and memorable liberal arts education, structured around the Utah Core Curriculum.
- Nurtures the intellect, imagination, and emotional life of each child.
- Incorporates sustainable living practices, environmental stewardship and experiential learning through outdoor experiences, animal husbandry and gardening skills.
- Infuses academics with singing, painting, movement, drawing, recorder and flutes, strings, storytelling, foreign language, speech, handwork, and drama.
- Inspires children to live engaged and successful lives, prepared to meet the demands of their world.
- Involves parents and families in a community of learning and self-development.

WWCS is a valuable option for families seeking whole child centered education where children learn reading and writing, mathematics, history, geography, and the sciences, while also learning to sing, play a musical instrument, draw, paint, model clay, carve and work with wood, act in plays, do handwork such as knitting and sewing, speak a foreign language, think critically and independently, and work harmoniously and respectfully with others. WWCS fully delivers the content and competencies outlined in the Utah Core during the progression from K–8, but in addition to developing these skills, WWCS uses Waldorf methods

and curriculum to immerse children in the arts and an environment that nurtures their emerging capacities at each age.

WWCS teachers use an experiential, arts-rich approach that engages students in intellectually stimulating academic activities, fine-motor activities, creative and imaginative activities, as well as larger movement and gross-motor activities in every lesson—"a head, heart, hands" philosophy. WWCS teachers are trained and mentored in Waldorf methods, developing an engaging curriculum and effective pedagogical practices. Teachers loop with students through the grades, building relationships and competencies together.

SCHOOL COMMUNITY

WWCS has a collaborative model of governance with the Governing Board, made up of community members that oversee the budget, operations, and mission of the school. In addition, WWCS has a Faculty Council that involves teachers in the process of leading the school. Teachers at WWCS assist in professional development activities, participate on school-based committees, can serve on committees formed by the Governing Board, and are involved in giving their perspective on disciplinary matters. Independent and dedicated teachers are the vital force of creative, quality teaching at WWCS.

WWCS also involves parents in the school community through the Community Council. Members of the Community Council can also serve on the Governing Board; they help plan school activities and festivals, and they oversee volunteers and fundraising at WWCS. Parents are welcome as active participants in their children's education through parent education nights, conferences with teachers, open door days with the Executive Director, and a variety of programs designed to involve families.

SUMMARY

WWCS's education model is a compelling public choice which incorporates research-based strategies that improve and enhance student achievement, cognition and social and emotional health. Based on the hundred-year-old Waldorf method, but wholly new to Utah, WWCS provides an innovative and creative method for delivering the Utah Core to students in the Salt Lake Valley.

Section 1

SCHOOL PURPOSE

A. VISION, MISSION, and EDUCATIONAL PHILOSOPHY

Vision

Wasatch Waldorf Charter School is a Waldorf charter school in the Salt Lake Valley that provides a comprehensive education program integrating academics, arts, movement, nature and social responsibility into everyday learning. Through a culture of holistic learning, our students, teachers, faculty, and families emerge as confident, creative, strong critical thinkers and environmental stewards, empowered to act positively in their own lives and communities.

Mission

Wasatch Waldorf Charter School provides a K–8 public Waldorf education that is dedicated to the optimal development of each individual child. WWCS nurtures intellectual, social and emotional, and physical capacities through an artistic, hands-on, interdisciplinary approach to core academic subjects which enables each student to blossom into an imaginative, engaged, competent, life-long learner.

Vision and Mission in Action

WWCS graduates will demonstrate creativity, social and emotional awareness, moral reasoning, physical abilities, and academic success in rigorous environments.

WWCS will be recognized by the community as a highly desirable educational option and will be highly sought after by families in the surrounding community who maintain and seek enrollment.

WWCS will cultivate a strong, Waldorf-certified faculty of engaged teachers who, together, develop a full academic curriculum inspired by Waldorf education that includes language arts and reading, writing, mathematics, social studies, science, multiple foreign languages, and character education taught with an emphasis on the natural world, as well as a specialty curriculum including visual and performing arts, speech, vocal and instrumental music, eurythmy and dance, physical education, handwork, woodwork, gardening and animal husbandry.

WWCS will offer an inclusive environment for students of all abilities and backgrounds. The school community will involve families and reflect the diversity and culture present in the broader community.

WWCS will be supported by strong parent volunteers, dedicated staff, and engaged students who strive together for life-long learning.

The growth and effectiveness of WWCS will lead to an expansion of programming, including pre-K, parent-toddler, arts and parent/family support curriculum and other future K–8 campuses as well as a high school.

Educational Philosophy, Foundation and Culture

The philosophy of WWCS is founded upon the conviction that children are innately curious about themselves and the world; they inherently want to learn, discover, and create. The role of the school is to nourish and guide this natural exuberance, energy, and delight in the quest for meaning and knowledge.

Waldorf education is the fastest growing independent school movement in the world. The modern philosophy behind “Waldorf” education is based on an innovative school started in Stuttgart, Germany in 1919 by the Austrian philosopher, scientist and thinker Rudolf Steiner. In responding to a request to start a school during the cultural upheaval in Germany following World War I, Steiner outlined a model for education that has since inspired many schools called “Waldorf” after the first Steiner school. At its very inception, the first Waldorf school embraced a sense of equity and social responsibility: educating boys and girls together, being open to all children, stretching across a wide range of grades, and involving teachers in school governance. Underlying all instruction is a three-fold model of human development, which acknowledges how, in different stages, children grow in their capacities to will (meaning move and do), to feel, and to think. WWCS’s approach to education practice is built on this rich Waldorf philosophy.

Education for All: WWCS believes that *every* child can excel, *every* child should be seen and recognized for their unique contributions, and *every* child should be given the time, space and tools to grow and develop into their highest self. WWCS further believes in providing the highest possible educational experience to all students, regardless of race, gender, socio-economic status or ability.

Education for the Whole Child: The foundation of Waldorf pedagogy is the belief that in order for a child to best develop critical thinking skills, he must cultivate an active imaginative capacity. Further, it holds that many of the processes required for academic and analytical abilities are connected to physical capabilities. Waldorf teachers beautifully integrate core academic subjects with arts, movement, music, ethics, and the natural world in order to engage the whole child in every part of the learning process. This practice wholly provides an experiential, multi-sensory context for understanding intellectual concepts. In every lesson, WWCS develops a child’s capacities to:

- “will” or move, do and create (the “Hands”);
- “feel” or imagine and engage material with a personal connection (the “Heart”); and
- “think” or analyze and form judgments and conclusions (the “Head”).

A Developmental Approach: The Waldorf approach to education recognizes that certain capacities emerge in students at fairly predictable stages, while also allowing for individual rates of maturation and uniqueness. At each stage, WWCS meets the child with a mode of instruction and learning that is suited to their development. This appreciation for the metamorphosis of comprehension underlies both the organization of the curriculum and the changing methods of teaching.

Engaged Teaching: The success of Waldorf methods lies in the hearts of engaged, trained teachers who translate the philosophy into practice. At WWCS teachers are artists, creators, experts, mentors, and examples of human beings that are worthy of emulation. Teachers are engaged in school governance and decision-making. Teachers are trained in Waldorf methods and pedagogy, including an understanding of how to attend to the needs and abilities of individual students and differentiate instruction. They grow as they follow their students throughout the grades and master new subjects.

WWCS’s overall approach is designed to instill not only high standards for academic achievement, as in the Utah Core, but also a sustaining degree of intellectual curiosity, creative thinking, problem solving, civic responsibility and creative self-expression, as well as valuable interpersonal and intrapersonal life skills. Cooperation, collaboration and self-advancement are encouraged, rather than

outwardly directed competition, with the goal of enabling students to freely choose their individual paths in life.

B. PURPOSE

As specified in Section 1, A and in harmony with the intention of the State Charter School Board in Utah Code Annotated (UCA) Title 53A, Chapter 1A, Section (§) 501.9, WWCS's purpose is to improve student learning by employing new and creative methods of education that will create an innovative, developmentally-appropriate educational choice for students and parents within the public sphere and meet the unique learning styles and needs of many students that may not be flourishing in the traditional-model schools available in the community.

As the first Waldorf school in the State of Utah, WWCS provides a successful, time-tested, but wholly new approach to education in Utah, creating substantially increased choice in educational models while improving student learning and promoting innovative teaching methods.

Improved Student Learning

WWCS fulfills the purpose of improving student learning through its arts integrated, interdisciplinary and developmentally differentiated "Main Lessons" which present core subjects in 3 to 4 week units. Several studies (cited in Section 4) have shown significant correlations between academic success, enhanced critical thinking abilities, and positive attitudes towards community for students who are educated with arts-integrated curricula.

Greater Educator Participation in Innovative Teaching Methods

WWCS provides innovative teaching methods through many pedagogical features. WWCS teachers follow the same students through the grade levels allowing for the development of trusting, long-term relationships. Waldorf teachers are encouraged to cultivate within themselves a sense of wonder and discovery throughout the process of developing and presenting lesson material, while also teaching from the richness of their experience. This, in combination with the practical necessity of developing new curricula each year as one advances through the grade levels, invariably leads to creative and innovative lesson plans. WWCS teachers further innovate by incorporating art, movement and song into core lessons to more fully engage the body in the learning process. WWCS is also original in its assessments. In order to cultivate cooperation and a focus on self-advancement rather than competition, WWCS relies on broad, whole child, formative evaluations, incorporating traditional assessments of academic progress with analysis of the development of other skills, such as artistic ability, fine motor and gross motor skills, social and emotional capacities, and musical competency. Summative assessment includes tests (in upper grades) as well as portfolios and year-end narrative reports by teachers.

C. ANTICIPATED STUDENT POPULATION

WWCS will open a K–8 school of 540 students, evenly dispersed across each of the nine grades. This will include 3 Kindergarten classes of up to 20 students each, and two classes in each grade 1-8, with up to 30 students each, for a total of 540 students.

WWCS recognizes that there are diverse students who will excel in this environment, and the target population is not defined by a particular demographic or socio-economic characteristic. Rather, by

providing an integrated curriculum, infused with the arts, led by engaged teachers, involving movement, practical arts, storytelling, and a connection to the natural world, WWCS’s curriculum meets the needs of varied parents and students who are searching for an alternative method of education. Specifically, students who would benefit from a less competitive environment, more movement and hands-on work, inclusive classrooms, long-term relationships with teachers and time outdoors—students who may be struggling socially, emotionally, or academically in a traditional classroom—will be well-served by WWCS. This process is further outlined in Section 3: Student Population and Section 4: Program of Instruction.

D. MISSION SPECIFIC GOALS & EVALUATIONS

The WWCS Governing Board oversees the performance of WWCS, with particular attention to the following: compliance with State and Federal laws and regulations, budget, fiscal procedures and management, and effective implementation of the vision, mission, philosophy and purpose outlined above. WWCS Governing Board members review the vision and mission statements at each monthly meeting and regularly use these statements to guide decision-making, prioritization, and evaluative activities. Further, WWCS Governing Board members conduct an annual survey with all stakeholders, including members of the Faculty and Community Councils, (for further explanation of the governing structure of WWCS see Section 6) to review the school’s strategic plan and evaluate each year’s progress on Charter School Performance Standards, strategic objectives, and mission specific goals. Goals are adjusted appropriately based on the feedback received, and the strategic plan is updated for the upcoming year in order to improve on identified weaknesses and promote new or objectives.

Measure	Metric	Council Goal
Offer a Waldorf education	Within 3 years of hire date, all teachers will be pursuing Waldorf certification and will be evaluated yearly on their integration of Waldorf interdisciplinary curriculum into their classroom.	95%
“Hands-On” Experiences	All classes in all grades will include hands-on experiences, extended learning opportunities and service learning opportunities that relate to the academic content. These will be noted in teacher’s lesson plans and reviewed by administration as part of teacher evaluations.	95%
Integrated Arts into core academic subjects	All core subject matter presented in each teacher’s daily main lesson block will include integration of the arts through drawing, painting, drama, music, etc. Core academic subjects will be effectively and creatively presented. This will be verified by regular assessments of teachers and evaluating formative assessment data.	95%
Development of each individual child’s intellect, social and emotional awareness and physical abilities	Formative assessment measures will regularly be used to track each child’s progress in intellectual and academic tasks, social and emotional awareness and communication, and physical coordination and skills	95%

In addition to these mission specific goals, WWCS has several goals related to complying with all State Charter Board Performance Standards with 90% accuracy within the first 3 years of operation. These are detailed in Section 5.

Section 2

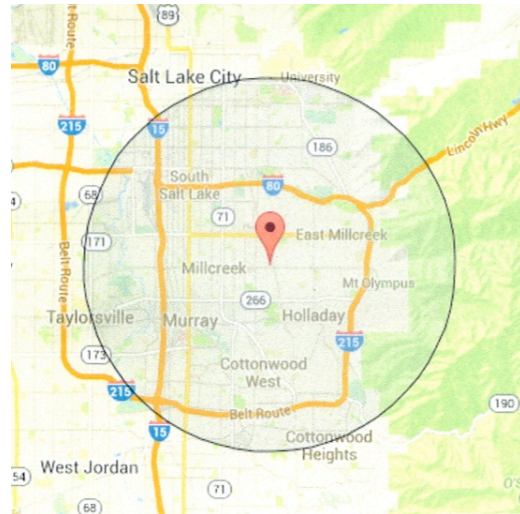
MARKET ANALYSIS

A. MARKET CONTEXT

WWCS will be located in the Millcreek area in Salt Lake County. In making this selection, WWCS considered several possible sites in Salt Lake County for the school, including West Jordan, Millcreek and Central Salt Lake City. After a lengthy study of these locations, WWCS determined that Millcreek provides the best match to WWCS’s mission and goals and provides for the highest likelihood of success.

The Governing Board has identified 3 locations in Millcreek that could reasonably house the school. Each is located within one mile of a central point at 3900 South and 1590 East. For the purpose of market analysis, WWCS has used this central location. The analysis of the educational landscape incorporates a 5-mile radius from this location.

The 5-mile zone incorporates residents of Salt Lake City, South Salt Lake, Millcreek, Cottonwood Heights, Murray, Taylorsville, and other parts of unincorporated Salt Lake County. Further, this area includes parts of Salt Lake District, Granite District, Murray District, Jordan and Canyons Districts. The school data below is based on an analysis of maps identifying school district boundaries and US census data on school enrollment numbers. The demographic profile below was obtained by identifying the zip codes within the radius and compiling 2011 data from the affected cities.



The demographic data is an average across the cities, and the areas included, in some cases, extend further than 5 miles from the potential school site, based on the zip code boundaries. The school data below is based on an analysis of maps identifying school district boundaries and US census data on school enrollment numbers. The demographic profile below was obtained by identifying the zip codes within the radius and compiling 2011 data from the affected cities.

School Data	Number of Schools	Percent of Total Enrollment	<i>Demographic Description of Potential Students:</i>			
<u>Public Schools</u>	58 (49 elementary or junior high)	82%	<u>Ethnicity</u>	White: 79%	Non-white: 21% (including 12% Hispanic or Latino)	
<u>Private Schools</u>	17	11%	Males:	49%	Females:	51%
<u>Charter Schools</u>	5 (2 elementary or junior high)	6%	Education-Degree Past High School:	91%	Unemployment Rate:	6%

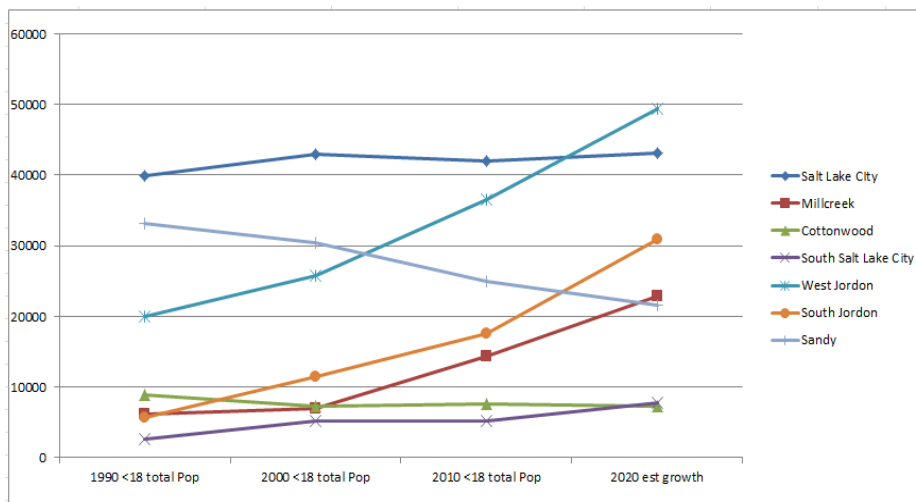
<u>Total Number of School-age Students</u>	20,934	Median Household Income:	\$57,729
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B. MARKET TRENDS

There are multiple trends within the Millcreek and surrounding geographic area that support the opening of WWCS.

Growing Population of School-Aged Children

The Millcreek area is one of 3 parts of Salt Lake County experiencing significant growth in school-aged population as shown below.



The growth rate in school-aged children necessitates a need for more classrooms in the surrounding area. This is further supported by Granite School District's projections for neighboring schools. While the 5-mile radius takes in parts of 5 districts, a smaller two-mile radius near the potential school-site is entirely within Granite District. Granite District anticipates the addition of 1,154 students from 2013 to 2018 within the region surrounding WWCS's site. Similarly, projections for the Olympus High School feeder system (which is closest to WWCS's location) that take into account *only* students currently enrolled in Kindergarten, anticipate an increase of 563 students in grades K–8 by 2018, without accounting for all of the additional students who have not yet enrolled, but will be in grades K–4.

Limited Charter Availability, Despite Significant Interest

While nearly 10% of the Utah's student population is enrolled in public charter schools, the number is significantly smaller in the area surrounding Millcreek, only 6%, indicating that there is less access to public school choice within this community than in the state as a whole. There are 5 charter schools located within a 5-mile radius of this location: Kairos Academy (a high school for teen mothers), Utah Virtual Academy (an online school), Salt Lake Performing Arts High School (a high school), Canyon Rim Academy and American International School.

Canyon Rim is likely the most comparable to WWCS in that it is an elementary school. It is over 2 miles from this location, and for the 2014–15 school year is fully enrolled with a waiting list of approximately

160 students (over 60 for Kindergarten and nearly 20 for every other grade), or one-third of its total enrollment of 525.

American International School of Utah is a K–12 charter school that opened in 2014. It is located almost exactly 5 miles from the WWCS site. Before opening its doors, AISU has fully enrolled their K–6 program with 700 students and also has a waiting list of over 500 for their elementary grades.

Salt Lake Arts Academy is just over 6 miles from WWCS and the next closest charter school. They serve students from grades 5–8 using an arts-based curriculum. They are enrolled at capacity for the 2014–15 school year with a waiting list of 138 for 5th Grade, 118 for 6th Grade, 85 for 7th Grade and 26 for 8th Grade. Their total waiting list exceeds their actual enrollment by 17 students.

Trend Towards School Choice

The charter school data above demonstrates an interest within the outlying community in alternative educational venues. This is further supported by the significant number of students in the Salt Lake School District choosing to attend schools outside of their neighborhood, based on the District's open enrollment policies. In addition, the enrollment at private schools in the area suggests the desire for greater school choice. While statewide only 9.4% of students attend a private school, the number in Salt Lake County is 11.6%. In the communities neighboring Millcreek, and within 5 miles of WWCS, Salt Lake City and Cottonwood Heights have even higher rates of private school enrollment at 14.5% and 14.4%, respectively. In addition, private schools in the area, such as Carden Memorial, report steady enrollment and increased interest. A new Montessori methods school, Elizabeth Academy, which recently relocated within a mile of WWCS's location has current enrollment at 200, with a projected increase to 270 in the 2014–15 school year. Thus, within this area, there is a greater propensity for parents to choose an alternative to their local, public school—even if it requires paying tuition and traveling beyond their local school boundaries.

C. COMPETITIVE ADVANTAGE

WWCS Offers a Real and Unique Public School Choice

As the first and only Waldorf school in Utah, WWCS offers a completely different option for parents. Because WWCS is not duplicating other surrounding school models, it will compete in a wider region. Many charter schools, such as Canyon Rim Academy (the closest charter to WWCS), offer a similar model to the traditional neighborhood schools with only slight variations, such as uniforms, increased parental involvement, or “accelerated” academics. But the curriculum and program at WWCS is entirely unique, including a full integration of subject matter, incorporation of the arts, a developmental approach, the use of movement and hands-on activities, connection to nature and the environment, an imaginative and engaging context for the presentation of all subjects, and the teaching of practical arts and subjects. This approach will appeal to a segment of population currently not being served.

In particular, WWCS offers the types of educational experiences being sought for students—an integrated arts and hands-on curriculum that promotes human and brain development as it incorporates all 5 of the key methods through which children build neural connections: music, art, handwork, and movement, and forming personal connections to adults.

WWCS's Waldorf Methodology Has Substantial Appeal

Because it is the first of its kind in Utah, WWCS draws on the existing community of interest in Waldorf education. Parents and students familiar with the Waldorf approach are excited to have a Waldorf school available. In 2011 a Utah Waldorf group was founded, and in the subsequent years, membership has increased to nearly 300 families. WWCS's Governing Board has conducted 2 open surveys of this community to measure interest in a Waldorf charter school, and has determined that locating centrally in Salt Lake County with easy access to and from the freeway (such as at WWCS's proposed location) will further facilitate the participation of these families. The combined and averaged responses from the 2 surveys reflected a high level of interest with responses from 59 families representing approximately 125 potential enrollees, the majority living in Salt Lake County and many indicating a willingness to commute an average of 23 minutes to attend the school. Potential students were distributed across the grades, as follows: Kindergarten-17, 1st-17, 2nd-19, 3rd-16, 4th-12, 5th-10, 6th-7, 7th-10, 8th-7.

Enrollment at Waldorf charter schools in neighboring states further demonstrates the likely interest in WWCS. Idaho approved its first public Waldorf charter school in 2014 and is anticipating applications for 2 to 3 more schools. Colorado approved 3 new Waldorf schools in 2013 where enrollment numbers for 2014 are already showing substantial increases. Mountain Phoenix, a Waldorf charter in Denver, CO has been in operation for eight years and continues to have a large wait list, while regularly adding additional classrooms. Arizona has 5 public Waldorf Schools, including Pine Forest with 244 students and 200 on its waiting list. It anticipates an expansion to 350 by 2017. WWCS anticipates similar interest, enrollment and waiting lists, particularly since there is no other Waldorf school in Utah.

WWCS Will Capture the Existing Interest In Arts-based and Developmentally-based Education

As cited previously, arts-based charters are growing and succeeding in Utah. The closest 2 to WWCS (Salt Lake Arts Academy and Salt Lake Performing Arts High School) have large waiting lists. There is growing interest in an arts education, and WWCS offers that through integrated arts, practical arts, music (including singing, recorders, and strings for all students), speech and drama. WWCS places great value on the arts, music, handcrafts, and movement as well as on traditional academic subjects. Music, art, and movement are greatly employed in the learning process. Extensive research on integrating the arts into academics shows that "the arts enhance the process of learning. The systems they nourish, which include our integrated sensory, attentional, cognitive, emotional, and motor capacities, are, in fact, the driving forces behind all other learning" (Jensen 2).

Similarly, there is growing enrollment in private and public schools built around a developmental approach, such as at Montessori schools. As cited previously, enrollment at private Montessori schools (such as Elizabeth Academy) is on the rise, but so is enrollment at Montessori charter schools in Utah, including Mountain West Montessori in Salt Lake County, which is fully enrolled with a waiting list for its first year in 2014–15. WWCS anticipates capturing some of the latent demand for these approaches and recognizes that the waiting lists alone at these schools would provide WWCS with a full student-body.

WWCS Will Build Community and Long-term Re-enrollment through Relationship-based Education.

WWCS offers lower class-sizes than many of the neighboring public schools and a unique experience for students to remain with their classmates and teacher over several years. This practice of "looping" combined with our "school within a school" model creates an opportunity to build deep long-term relationships between students, students and teachers, and families in the school. Waldorf schools

have been recognized for this difference in the educational experience. In current research (still to be published) Stanford researcher Linda Darling-Hammond described Waldorf education as “relation-based” education and noted the differences in the relationships formed between students and teachers at public Waldorf schools compared to those in traditional public schools.

In addition, WWCS fosters a sense of community through active parental and family involvement. Parents serve on the Community Council, and may also be members of the Governing Board. Parent volunteers are sought to help run the school garden and Friday lunch program, to participate in fundraisers, to plan festivals and celebrations, and to assist in classrooms. Opportunities for classes in practical arts, music, curriculum and parenting are made available through the school to families. Families are also regularly invited to student performances. Through these means, WWCS offers not just students, but whole families, an opportunity to build relationships and be actively involved in the school culture.

Section 3

STUDENT POPULATION

A. ANTICIPATED POPULATION

Enrollment Projections

WWCS intends to enroll a modestly-sized student body of up to 540 students, grades K–8. By centrally locating in the Salt Lake Valley, WWCS intends to situate itself ideally to easily meet its target enrollment numbers.

- 1- This location will provide easy freeway access to students and families, including the 125 students from Utah, Salt Lake and Summit Counties that have already indicated they intend to enroll at WWCS based on an interest in Waldorf methods.
- 2- This location lies within 2.5 miles of students in 5 different school districts and various communities with growing student populations, including being squarely within the Millcreek area and only a couple of miles from West Jordan.
- 3- This location has fewer charter schools available to its students, likely indicating a latent demand for public choice in education.
- 4- All of the charter schools within 5 miles of this location are fully enrolled, with waiting lists. And, the private schools in the community are also increasing their enrollments.

As discussed in Section 2, WWCS will locate in an area with a growing student population that is seeking charter school alternatives and provide a unique and sought-after form of education, enabling it to easily meet its enrollment projections. For example, if WWCS were to add to the 125 students already identified, a third of those wait-listed at the 3 closest charter schools (this would be 115 from Salt Lake Arts Academy, 52 from Canyon Rim and 166 from AISU), WWCS would exceed its total enrollment.

Finally, by enrolling students in grades K-8, WWCS will provide a grade configuration that aligns with the Waldorf curriculum, resembles that of other successful Utah charter schools, and aligns with 50% of the schools in the surrounding region. (The five mile radius surrounding WWCS includes the boundaries of twelve public high schools. Six of these schools, including all those in Salt Lake District

and Canyons District and several in Granite District, serve students in grades 9-12. The trend in this region has been to convert high schools from three-year to four-year institutions, e.g., Canyons District and Granger HS.) By offering grades K-8, WWCS will provide the full Waldorf curriculum and easily transition many students into neighboring high schools.

Target Population

WWCS intends to serve a diverse group of students. Our target population includes parents that are seeking a real choice in their children's education, an option that looks and feels different than what they may find in their neighborhood school because it meets their children individually and developmentally *while* fostering high levels of academic achievement and lifelong development.

In part, the WWCS target population is distinct in that the students and families will want the Waldorf experience. Parents and students familiar with the Waldorf approach to education will be excited to have a Waldorf school available. There are currently no other Waldorf schools in Utah; however, there is a large community in Utah that values this educational method for their children. In addition to enrolling those already familiar with Waldorf methods, WWCS anticipates educating many students whose parents are looking for a distinct alternative for their child's education or who live in the neighborhoods surrounding the school. Those families new to the Waldorf philosophy will be attracted because of the innovative, holistic approach to the curricula, as well as the respectful, nurturing environment at the core of all successful Waldorf education.

WWCS also anticipates that it will be sought after as an option for students who are not currently flourishing in their educational environments, including children with special needs for whom the Waldorf approach may better meet their learning style, and even be therapeutic. WWCS intends to provide an inclusive environment for students of all abilities and backgrounds by structuring programming to support students with a variety of learning styles and needs.

Connection of Curriculum and Mission to Target Population

WWCS's curriculum places equal emphasis on a strong academic foundation, artistic expression, social development, and attention to the needs of each child. Waldorf education engages a child's intellect, imagination, will, and sense of aesthetics. Subsequently, it aligns perfectly with our mission of nurturing the whole child and targets the population we hope to serve, students of great potential who are not being fully met and engaged in traditional methods public schools.

Waldorf curriculum has been proven to be an effective educational method for many children who struggle in traditional classrooms, as well as gifted students, and typically developing students. Ample research supports the use of Waldorf methods for at-risk populations. The Thomas E. Mathews Community School in Yuba County, California serves high-risk juvenile offenders, many of whom have learning disabilities. The school switched to Waldorf methods in the 1990s. A 1999 study of the school by R. Babineaux found that students had "improved attitudes toward learning, better social interaction and excellent academic progress." This study identified the integration of the arts "into every curriculum unit and almost every classroom activity" of the school as the most effective tool to help students overcome patterns of failure. The study also found significant improvements in reading and math scores, student participation, focus, openness and enthusiasm, as well as emotional stability, civility of interaction and tenacity (Monks).

Likewise, after the Bill & Melinda Gates Foundation helped launch the first public Waldorf high school, the George Washington Carver School of Arts and Science in Sacramento, California, scores on the California Statewide Tests rose dramatically. In this case, the methods proved highly effective for under-achieving and special needs students. In 2011, just 3 years after adopting Waldorf methods and pedagogy, only 12% of 11th graders scored "far below basic" or "below basic" on Statewide English tests, compared to 67% of 11th graders scoring at below basic levels when the school opened.

B. EDUCATION OF DISADVANTAGED CHILDREN

WWCS is committed to the belief that education is a means by which each student has the opportunity to reach his or her fullest potential; all students have a right to educational experiences that challenge their individual development whether it is below, at, or beyond the level of their same-aged peers. Waldorf education appeals to multiple intelligences and is multisensory in nature. The curriculum is presented in a wide range of modalities allowing for students of varied disabilities and learning styles to access content. As a result, Waldorf education is uniquely positioned to provide a well-rounded education for all populations of students.

Identification of Students with Special Needs

It is the intent of WWCS to be consistent with the requirements outlined in the Utah State Board of Education Special Education Rules (USBE-SER II.A.) as well as Part B of the IDEA 2004. There will be policies in place to find, identify and evaluate potential students who live within the region served by WWCS and who would qualify for services provided for this population of students. This would include those students in need of special education service without regard to the severity of the disability. This would also include students who may have been overlooked such as those who are very mobile, those who have been suspended or expelled from school and those who may have been passed along through the grades but who may be in need of special education classes.

The identification of students identified within special populations, such as English Language Learners (ELL), 504, special education, etc., will be accomplished through a variety of avenues including, but not limited to the following:

- Registration: include home language survey, special education, and 504 identification questions
- Meetings with parents of in-coming students
- Review of educational records from previous placements
- Economic disadvantage forms
- Child Find for Special Education
- Assessment data (state required and curriculum based)
- Behavioral data
- Teacher observation
- Teacher generated student information survey

There may also be students who are suspected of having a disability, but who have not actually been identified or determined eligible for special education services. These individual students will be actively sought out by means of annual training of all WWCS staff on the Child Find mandate and ways to be alert to students who may need these special services. There will also be educational information

in student and parent handbooks regarding those services offered for students with disabilities and the referral process. There may also be concern by a parent or staff member about a student who is actually outside the grade levels of WWCS. In that case they will be referred to the district where the student's parents live. It should also be recognized that if WWCS staff are aware of very young children with disabilities they will collaborate and coordinate with the State and Local Department of Health which is responsible for providing early intervention services for infants and toddlers with disabilities, age birth through 2, under Part C of the IDEA.

If a parent or WWCS staff member thinks that a student may have a disability, then teachers begin research-based and/or peer-reviewed interventions and provide documentation of these results to a school team set up specifically to evaluate and make individual recommendations for the student. These interventions may not be used to substantially delay an evaluation for eligibility. All activities related to the identification and reporting of students with disabilities will be performed in accordance with Federal and State privacy laws and rules, including IDEA and FERPA.

Identifying struggling students in any grade is the first step in helping them gain the academic and behavioral skills necessary to be lifelong learners. In meeting the needs of academically at-risk students, WWCS will use preventive problem-solving Multi-Tiered System of Support (MTSS), frequently referred to as Response to Interventions. MTSS is a comprehensive system of differentiated supports that may include evidence based instruction, universal screening, progress monitoring, formative assessments, research based interventions matched to student needs, and educational decision-making using student outcomes as a guide. WWCS teachers and support staff will utilize assessment data, identify students in need, and isolate research-based interventions that are appropriate for targeted students. Interventions for at-risk students may include but will not be limited to the following:

- One-on-one tutoring
- Small group instruction
- Differentiated curriculum
- Abundant time with concrete materials for visualization of concepts
- Integration of academic instruction, arts, and physical movement to facilitate deeper understanding and to accommodate different learning strengths
- Additional therapeutic activities with Specialty Teachers
- Consistent monitoring of targeted students' individual work plan

Students deemed eligible for 504 accommodations will have a plan developed by a team including parents, the student (when appropriate), administration, teachers, and any other appropriate person such as a medical professional. The school will annually review all 504 plans.

Students who are ELLs will receive appropriate interventions including, but not limited to:

- Small group instruction
- One-on-one tutoring
- Professional development for teachers of ELL students
- More instructional time in literacy
- Peer mentors

It is expected that the Specialty Teacher teaching Spanish at WWCS and at least one Learning Specialist at WWCS will receive an ESL/ELL endorsement and be prepared to supervise the interventions for these students.

Students with disabilities will have a current Individual Education Plan (IEP) and the school will follow all applicable laws.

Services and Placement

Through the use of multi-sensory techniques Waldorf education benefits varied learning styles and intelligences. Teachers and administrators at WWCS will facilitate learning experiences for all students with disabilities in the least restrictive environment. Waldorf education methodologies will allow WWCS to educate children with disabilities while participating in the classroom through full inclusion throughout most of the school day. Main lessons will be taught in the morning allowing for extra lesson blocks to focus on IEP goals in the latter part of the day. This type of environment is conducive to a highly individualized education program that facilitates the successful inclusion of students with disabilities into their same-aged classroom setting. If a student requires additional support outside the classroom by school support staff or therapists, WWCS is committed to maintaining time outside the regular education classroom to the minimum time possible regardless of the severity of disability.

The class teacher will adapt instruction, as appropriate, to the identified child's needs. The content, methodology, or delivery of instruction will be specially designed to address the unique needs of the child, that results from the child's disability, to ensure access to the general education curriculum, so that the child can meet the educational standards.

WWCS will have class teachers loop from grades 1 through 8 allowing the class teacher to individualize instruction to individual as well as whole class needs. Students with IEPs will have the advantage of working to achieve their goals with the same teacher for several years minimizing instructional time lost during transitions between grades and assimilation. Class teachers will utilize cooperative learning groups, learning centers, peer tutoring, and small group instruction as instructional structures to provide intervention and individualized instruction. Class teachers and aids may also utilize additional scaffolding, explicit instruction, additional instructional time on a specific skill/behavior, more opportunities to respond, additional practice and frequent progress monitoring for students with IEPs. This instruction will be more focused, goal driven and targeted to address the deficit in the student's academic achievement or behavior.

WWCS's staff will include a variety of specialty teachers with training and expertise in fields that may be therapeutic to a child with special needs. As determined by the student's IEP, specialty teachers will serve as additional supports to individuals and groups of students by offering instruction and therapies using music, art, movement and spatial awareness, eurythmy, and handwork. In adapting these activities for individual student needs, WWCS's practice will be informed by the research and evidence-based practices of other Waldorf schools and by specialized trainings in therapeutic and healing education available to specialty teachers.

WWCS believes in educating students with disabilities in Least Restrictive Environment (LRE) as deemed appropriate by the students' Individualized Education Plan (IEP) Team. The IEP Team, which includes the parents/guardians, will determine the educational placement of their child based on individual learning goals. WWCS will implement the Utah Multi-Tiered System of Supports (UMTSS) program to offer the full range of alternative placements in and outside of the classroom. MTSS will

help provide all students with the best opportunities to succeed academically and behaviorally in school. WWCS will implement MTSS to assist in providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data collected during progress monitoring will be used to determine the need for the reallocation of resources and to improve student learning and class teacher and support staff implementation of effective practices. In the event that a student might need a more restrictive placement than the order of the continuum of Alternative Placements offered at WWCS will be as follows (§300.115): Regular Classes, Special Classes, Special Schools, Home Instruction, Instruction in Hospitals and Institutions, and Provisions for supplementary services will be provided in conjunction with general education classroom placement. Students with disabilities will participate with their non-disabled peers to the maximum appropriateness. This can include but is not limited to; mealtimes, recess, athletics, transportation, recreational activities, and any other special interest groups or clubs.

Qualified Staff

WWCS's organizational plan provides for a range of faculty members to work with students with special needs. These include the Special Education Director (SPEDD), 2 Learning Specialists, 2 paraprofessionals, and the part-time assistance of relevant Specialty Teachers. This team will work together to provide the range of services that will support students at WWCS. Some of the specific skills and certifications of this team will be dictated by an understanding of the specific needs of specific students at WWCS. For example, should the student body at WWCS have a need for extensive remediation in reading, Learning Specialists with training and/or certification in reading intervention will be sought. Likewise, if WWCS has a population of ELLs, then a Learning Specialist with credentials for working with these students will be hired. Thus, as discussed above, an effective determination of student's needs must be conducted early on.

The SPEDD will attend, at a minimum, the state required special education in-service class outlined in the Utah State Office of Education (USOE) rules and regulations. The SPEDD will be responsible for the school's implementation of special education services adhering to the IDEA and Utah Special Education State Board of Education Rules (USBE SER) and Guidelines. When hiring special education staff, the Executive Director will follow the USBE SER and Utah's public charter school laws for hiring highly qualified teachers.

All special education teachers (who are called "Learning Specialists") employed by WWCS that provide services to students with disabilities will, at a minimum, hold a Utah Professional Educator License, Endorsement, or Licensing/Credentials needed in the area of the services provided. This includes but is not limited to, all special education teachers, speech/language pathologists, school psychologists, school social workers, physical therapists, occupational therapists and any other professional deemed necessary. The Executive Director at WWCS will ensure that all licenses, certifications, and endorsements are current and applicable for each of the assigned staff. Trainings such as those provided by USOE, Utah Personnel Development Center (UPDC), and other professional development opportunities will be available to be utilized by the WWCS's Special Education staff (e.g. The Art of Teaching). A representative of WWCS's Special Education Department will be appointed by the Executive Director to attend state Special Education meetings. The SPEDD will oversee requests for and assessment of Part B Funds of the IDEA and assure that all requirements are met.

To ensure that FAPE is available to all eligible students with disabilities, USOE Caseload Guidelines will be utilized as the basis when determining caseload. WWCS will also take into consideration the

number of students, the hours of service required per student, the pupil/teacher ratio during instruction, and the number of students with severe disabilities. At present, WWCS has budgeted for 3 full-time special education teachers to work with students with IEP's and other students who may benefit from some interventions and services. Any additional qualified special education staff will be added based on the special education needs of WWCS. Other related service professionals such as speech therapists, physical therapists, and occupational therapists that are needed to conduct evaluations and/or provide services in addition to those staffed at WWCS will be contracted according to need.

In order to ensure that adequate documentation is maintained to support the use of the restricted State and Federal (IDEA) special education funds (EDGAR, OMB A-133, and USBE-SER IX and X) training will be provided to administrators and/or the Educational Service Provider (ESP). In order to provide assurances that WWCS will meet each of the conditions in USB-SER IX for the allowable and appropriate expenditure of the IDEA funds on a yearly basis, WWCS will submit a plan to the USOE as part of their Utah Consolidated Application (UCA). WWCS will be responsible and accountable for the use of funds provided for the education of students with disabilities from State and Federal sources.

Policies

WWCS will follow all the requirements of the IDEA 2004 and Utah Special Education Rule when developing their Special Education Policies and Procedures Manual. The Manual will be submitted to the USOE prior to November 1, 2016. The goal of this Manual is to ensure students with disabilities or suspected disabilities and ELLs will be identified, evaluated, and provided appropriate educational services and/or accommodations within the definitions of IDEA 2004, ADA, and Section 504. The following areas will be included:

- General Provisions; Policy and Procedures, Definitions, Budget Information, Assurances, General Program Description, FAPE, and FEOG
- Identification, Location, and Evaluation of Students (Child Find, Child Find Procedures, Referral, Evaluation Process, Re- Evaluation Procedures, Additional Requirements for Evaluation and Re-evaluation, Evaluation Timelines, Eligibility Determination- SLD Classification and/or Eligibility Classifications)
- IEP Development and Service Delivery (IEP Meeting, Parental Participation, IEP Team, IEP Team Attendance, IEP Timelines, Transfers, Behavioral Assessment/Intervention, Assess IEP Information, Non-academic Setting and Services, Parental Consent, LRE, Initial Placement, IEP Changes, Transition Services, LRBI, Graduation, Transfer to Private School.)
- Procedural Safeguards for Students and Their Parents (Parental Participation, Independent Education Evaluation (IEE), Written Prior Notices, Procedural Safeguard Notice, Parental Consent, Dispute Resolution, Surrogate Parents, Transfer of Rights, Confidentiality, and Discipline)
- Students with Disabilities in Other Settings (Private and Public School Placements)
- LEA Eligibility and Responsibilities (Assessment and Reporting, Public Participation, Public Posting, Ensuring Services, Supervision, Part B Funds, Personnel Standards, Performance Goals, Early Intervening Services, Caseloads, Enforcements, and Routine Check of Medical Devices)
- Management of student records, identification and reporting consistent with all Federal and State Privacy laws, including IDEA and FERPA

This Manual will be used in coordination with the Utah State Board of Education Rules (August 2007) incorporating USOE's Special Education Guidelines (August 2008) for Specific Learning Disabilities

(SLD), Least Restrictive Behavioral Interventions (LRBI), and Caseloads as set forth.

When the USOE and the Governing Board approve WWCS's Special Education Policies and Procedures Manual. All personnel follow the delineated procedures therein. WWCS Special Education Department will educate all WWCS teachers, paraprofessionals, and administrators will be trained extensively on the Manual at in-house trainings, wherein they will be expected to familiarize and carry out said implemented plan.

C. RECRUITMENT AND ENROLLMENT

Student enrollment is a top priority for the founders of WWCS because of the need to create a unified community with a solid student enrollment base and high retention rate. Outreach to notify the community of WWCS's admission and enrollment opportunities will take place through mediums such as the school's website, social networking sites, marketing materials, school open houses, information booths, flyer distribution and community outreach meetings.

WWCS's outreach and recruitment activities began in May 2014. WWCS hosted a May Faire at a public location in which information about the school was distributed, funds were raised, and contact information was gathered from those interested in ongoing communication about the school. In addition, a preliminary website was started, along with a Facebook group to keep interested parties informed of WWCS's progress in the State Charter Approval process. WWCS is currently finalizing various marketing materials including a logo, brochures, and a more sophisticated website that can be used in promoting and marketing the school and raising funds.

Following our charter approval, we will post notices of public Governing Board meetings on the school's website as well as on the Utah Public Meeting Notice website as required by the Utah Open Meetings Act. WWCS will also begin an aggressive marketing campaign to increase awareness of the school and Waldorf methods and generate enrollment for the 2016 school year.

We intend to use a diverse array of marketing techniques in order to recruit students from a variety of backgrounds and cultures. WWCS is committed to providing access to the best possible education for all students and complying with all State and Federal laws regarding educational access, including serving homeless students, immigrant students, non-English speaking students, and students with disabilities. Subsequently, marketing techniques outlined below are intended to reach varied audiences such as those who find information online, those who find it at community venues, and those who live in the surrounding community but may not access these other sources of information. WWCS will also seek to have marketing materials translated into Spanish (and other languages as the need and capacity exist) and made available to parents, as needed. In each of these contexts, WWCS's marketing materials will include:

- the school's curriculum and methods,
- a clear statement that as a charter school WWCS is a **free, public** school available to all Utah residents,
- how to enroll in the lottery and the relevant submission dates, and
- the school's non-discrimination policy.

Following is a sample outline of the forums and materials we may use to market WWCS:

<p>Social Networking</p> <ul style="list-style-type: none"> • School Website (including links to enrollment forms) • Facebook (page and ads) • Twitter • Blogger • Google AdWords/SEO • Email <p>Active Marketing Materials (for use at Open Houses, Cottage Meetings, Community Sponsored Events, Door-to-Door Campaigns, etc.)</p> <ul style="list-style-type: none"> • Brochures • Flyers and pass-along cards • Enrollment Packets • Pass Along Cards <p>Community Advertisers</p> <ul style="list-style-type: none"> • Libraries • Arts organizations • Chambers of Commerce • Farmer's markets 	<p>School-Related Events/Meetings</p> <ul style="list-style-type: none"> • Regularly Scheduled Cottage Meetings • Open Houses/Meet & Greet • Ground Breaking • Ribbon Cutting • Booths at farmer's market and community festivals/events • Walking in and flyers distributed at community parades • Public Board Meetings <p>Community-Related Events</p> <ul style="list-style-type: none"> • Autumn Festival • Maypole • Lantern Walks • Waldorf Parent/Toddler classes <p>Passive Marketing Materials</p> <ul style="list-style-type: none"> • Site Sign at School Location • Yard Signs • City Newsletter • Direct Mail (quarter flyers or brochures) • Newspaper and Program Advertisements • Email Campaign • Door-to-door distribution of flyers in neighborhoods near the school site • Ads in Community Brochures, including programs for arts events
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D. ENROLLMENT PROCESS

All WWCS students will be enrolled based on a lottery system as established by USOE Administrative Rules for Charter Schools and Utah Code. Student enrollment will not be limited based on ethnicity, nationality, gender, religion, income level, creed, race, disabling condition, or proficiency in the English language. WWCS will follow state and federal law throughout its admission procedures. If the number of applicants exceeds the capacity of a class, grade, or maximum enrollment, a lottery system will be instituted, and students shall be selected through a randomized lottery in accordance with applicable law.

WWCS intends to offer preferential enrollment to individuals who play a significant role in the founding and opening of the school as evidenced by a time commitment comprised of special contribution of specialized skill or talent. Founding Members may be comprised of parents, grandparents, educators, staff, businessmen, and community members as designated by the Governing Board and submitted to the State Charter School staff prior to the opening day of school. The percentage of students eligible for Founding Member and staff preference will not exceed 5% of the maximum allowable enrollment.

WWCS will work with a vendor to develop the ability for families to enroll in the lottery online. A computerized system for randomly selecting students for admission will be used. In addition, to ensure that no families are disadvantaged based on access to technology or skill, paper versions of the enrollment forms will be available upon request and WWCS staff will also aid parents in submitting enrollment forms to the lottery as necessary.

Enrollment and Lottery Policy

Purpose: To provide guidelines on appropriate procedures for enrollment and lottery processes.

Policy: In regards to applications, enrollment, and lottery procedures, WWCS will follow all state and federal laws and guidelines.

Notice of the opportunity to submit an application and procedures for enrollment at WWCS will be published on WWCS's website beginning no later than 60 days before the school's initial open enrollment period. WWCS's website will also provide the following enrollment information: (i) a description of the procedures for applying for admission to WWCS; (ii) the opening date or the academic calendar for WWCS; and (iii) a description of how a student may transfer from WWCS to another charter or district school.

For each enrollment period, if there are more applications for admission in any grade than there are available openings in that grade, WWCS will conduct a lottery to determine which students will be admitted to the school. WWCS will conduct its lottery electronically and notify accepted students via email or telephone.

The following students will receive preference in WWCS's lottery in the following order: siblings of children enrolled in the school; children and grandchildren of Founding Members; children of full-time school employees (WWCS employees who work more than 20 hours per week for the school; children and grandchildren of independent contractors providing services to the school are not eligible for admission preference). Such students will not, however, be given priority notice or guaranteed admission to WWCS. No more than 5% of the total student population will be enrolled as a result of priority based on founder or employment status of the student's parent(s) or grandparent(s).

While WWCS will seek to accommodate students wishing for part-time enrollment as a home-schooling supplement, priority enrollment will always be extended first to students who wish to attend WWCS on a full-time basis.

Individuals who have served a significant role in the development of the school will be eligible to each receive "Founder" status. The school's Governing Board will approve each Founder based on the following criteria. "Founders" are individuals who have made a substantial and consistent investment of time and resources in the charter application and school opening process. "Founders" must be listed in WWCS's charter as "Founders" or "Board Members" AND must meet the following requirements:

- Regular attendance at 80% or more of WWCS Board and/or Committee Meetings (relevant to individual's responsibilities) annually;
- A minimum of 120 hours of work for WWCS between July 2014 and July 2016. Work must be directly connected with the activities and goals of the Governing Board and/or Committees (up to ½ of these hours may be comprised of attendance at meetings);
- Documentation of all qualifying activities.

Founder status will not be conferred based upon financial or other donations made to the school. WWCS will not give preference to any student and will not make any enrollment decision on any basis prohibited by state or federal law, including federal civil rights laws and IDEA 2004. Specifically, WWCS will not request any data of applicants other than their name, grade level, and parent contact information prior to the lottery.

WWCS will follow the provisions of UCA § 53A-1A-506.5 and R277-470-5 regarding notification of prospective/enrolling parents and students.

For each enrollment period during which WWCS accepts applications from students, the school will publicize that it is accepting applications on the school's website.

WWCS's first lottery for the 2016–17 school year will be conducted during the first week of January 2016 with additional lotteries held periodically as needed until the desired enrollment numbers are reached. For subsequent school years, the first lottery will be held in January or February of each year with additional lotteries held periodically until desired enrollment numbers are reached. The school may, at the discretion of the school's Executive Director, continue to enroll students from the lottery throughout the school year to fill spots left open when students withdraw.

Section 4

PROGRAM OF INSTRUCTION

A. REPLICATION OF WALDORF DESIGN

In opening a public Waldorf school, WWCS is building on over 100 years of educational innovation and success. By using an established, researched and proven methodology and curriculum, WWCS can ensure that its practices will lead to strong educational outcomes. There is a well-established and growing body of research substantiating Waldorf curriculum practices and demonstrating how this holistic, balanced approach to education can be incorporated into common core standards.

Research-based, Proven Educational Outcomes

Dr. Mary B. Goral's *Transformational Teaching: Waldorf-inspired Methods in the Public School* specifically addresses Waldorf education in the public setting. Goral looks at public school teachers who implemented Waldorf-inspired teaching into their urban classrooms in Louisville, Kentucky. This qualitative study found that students in these classrooms were more engaged in the learning process and were happier in school. Teachers reported that methods inspired by Waldorf education helped them build strong classroom communities and kept the teachers' passion for teaching alive (Goral). In a recent 2011 study, public Waldorf schools were compared to traditional public schools using their district standardized test scores in Reading and Math. Test score results suggested the Waldorf experience provided a slower academic build-up resulting in lower test scores in the early grades followed by higher levels of advanced performance by the 8th grade (Larrison, Daly and VanVooren).

In "Learning from Rudolf Steiner: The Relevance of Waldorf Education for Urban Public School Reform," a study published in 2008, researcher Ida Oberman concluded that the Waldorf approach successfully laid the groundwork for future academics by first engaging students through integrated arts lessons and strong relationships instead of preparing them for standardized tests. In her assessment of 4 California public schools that use Waldorf methods, Oberman conducted a study comparing standardized test scores between Waldorf Charter Schools and schools of similar

demographics in California. This study showed that 2nd Grade Waldorf students perform slightly below their peers, while 4th Grade students are about equal in performance. By 8th Grade, the Waldorf students matched the top 10% of their peers and far surpassed the average scores on the California Statewide Tests (Oberman).

While private Waldorf students are less exposed to standardized testing (such tests are generally absent or minimal in the elementary school years), U.S. Waldorf pupils' SAT scores have usually come above the national average, especially on verbal measures (Oppenheimer). Studies comparing students' performance on college-entrance examinations in Germany found that Waldorf graduates passed the exam at double to triple the rate of students graduating from the state education system, and that students who had attended Waldorf schools for their entire education passed at a much higher rate (40% vs. 26%) than those who only had a partial Waldorf education (Ullrich).

A 2006 PISA study of Austrian students found that Austrian Waldorf students are above average in science. The Waldorf students did best in understanding and solving scientific problems and were also above average for their joy and interest in science. The authors concluded, "The relatively high expertise in science among Waldorf students, in combination with their very high motivation and interest in these subjects, as well as the various pedagogical principles, suggest that regular schools can learn from the Waldorf schools, particularly with regard to concrete application to the sciences" (Schreiner and Schwantner).

Specific of Waldorf Charter Success

WWCS is replicating a school design used for nearly 100 years in public and independent schools throughout the world. In the United States, the Waldorf method has been replicated for many years in independent schools and over the past 20 years in over 60 public charter schools in states from Alaska to Florida. One example of the success of this replicable design is the Journey School. Located in the Capistrano Unified School District (CUSD), Journey was the first parent-initiated public charter school in Orange County, California. Journey opened in 2000 with 90 students in grades K–3. An additional grade was added each year, with an average class size of 25 students, growing the total school to 240 students grades K–8 by 2007. Due to ever-increasing enrollment, Journey moved 4 times in their first 10 years; however, even with relocations, their student population remained steady. In fact, only 8% of the student body at Journey reside in the CUSD, the remainder travel from throughout the surrounding communities to avail themselves of the innovative and effective school model.

Journey has a very steady and dedicated parent and student community with a low student turnover, under 10%, from 2009–12 and a waiting list of nearly 200 students who seek to attend the school. In fact, Journey seeks to and has the capacity to expand their offerings beyond one class per grade if an appropriate facility can be secured.

Journey also has had steady staff and administration. All of Journey's teachers are credentialed and most have completed Waldorf certification. From 2010–present, Journey has maintained the majority of its administrative staff with continuity in the Director position, among others.

Journey has had their charter renewed by CUSD twice, once in 2005 and again in 2010. These renewals and current student achievement data demonstrate Journey's consistent trend in of increased scores on the Academic Performance Index. Specifically, from 2009–12, Journey demonstrated an

increase in student scores both school-wide and by grade as reflected in the following data sets. In addition, students at Journey are consistently exceeding the performance of students state-wide.

This data is based on California’s “STAR Program” and demonstrates how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels for the entire school with the percent describing the rate of students scoring at Proficient or Advanced (meeting or exceeding the state standards).

	Journey School			State of California		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	56%	64%	74%	52%	54%	56%
Mathematics	46%	65%	65%	48%	50%	51%
Science	63%	68%	89%	54%	57%	60%
History-Social Science	54%	88%	76%	44%	48%	49%

STAR Results in History/Social Studies only exist for 8th Grade and STAR Results in Science only exist for 5th and 8th Grade, so they are well reflected by the school-wide data above.

However, more meaningful trends in Journey’s student achievement are revealed when the same cohorts of children are tracked over years, as with STAR Results in English and Mathematics.

	English/Language Arts				Mathematics			
	2010	2011	2012	2013	2010	2011	2012	2013
Cohort 1 (2 nd –5 th)	26%	16%	67%	69%	67%	27%	42%	57%
Cohort 2 (3 rd –6 th)	28%	79%	96%	79%	64%	80%	87%	82%
Cohort 3 (4 th –7 th)	50%	75%	89%	95%	34%	44%	89%	91%

This data is consistent with much of the data from other Waldorf schools: students have, at times, lower test scores in early grades, but as they grow through the curriculum the solid foundations of earlier grades are revealed in ever-increasing levels of proficiency.

Developed Resources and Supports

Because WWCS is a Waldorf school, it is replicating an existing, proven model of education, and there are extensive supports and resources available to facilitate the WWCS’s success. Several members of WWCS’s Governing Board, WWCS’s Executive Director, and many of WWCS’s founders have had direct experience with the Waldorf education model. These experiences include being parents of children in Waldorf schools, visiting Waldorf schools, participating in formal Waldorf teacher training and certification programs, and working in existing Waldorf schools. These first-hand experiences of the school leaders combine with available resources to ensure WWCS’s success, including existing training programs for teachers at reputable universities and colleges; existing curriculum guides and resources available for Waldorf teachers; the Alliance for Public Waldorf Education (of which WWCS is currently a member) that provides guidance, counsel, training and resources, including work on alignment of Waldorf curriculum with common core standards and the development of formative and summative assessment tools; a large network of mentors who have started Waldorf charter schools in other states (WWCS has 6 mentors who have run other schools who have been advising on financing, budget, governance, curriculum, training and hiring practices); and access to grants, loans and donors specifically interested in investing in Waldorf education.

The Waldorf method has a long-standing history of replication throughout almost every continent and in countless cultures around the world. Waldorf schools have proven for nearly 100 years their ability to follow the practices and curriculum and develop successful academic environments for children. Drawing on a defined curriculum, set of practices, and program for training teachers, Waldorf schools are able to build on the success of others in creating new educational institutions. WWCS will have the capacity to replicate the Waldorf model because of the access to each of the specific supports listed above, the commitment of the Executive Director and Governing Board to the methods and the success of the school, and a plan to hire experienced Waldorf educators as Pedagogical Director and mentors. This combination of factors has enabled highly successful Waldorf schools to form in other states and will enable WWCS to do the same.

WWCS will adapt existing Waldorf curriculum to ensure alignment with Utah's Core Standards. This endeavor will build on established Waldorf curriculum and an extensive library of resources to ensure that the scope and sequence of subjects covered at WWCS comports with the Utah requirements. Part of the curriculum development process will be on-going professional development to build competency in various instructional strategies that are consistent with the Waldorf model and supported by research-driven best practices. Further, professional development activities and on-going teacher evaluations (as outlined in Section 7) will help to improve instruction and facilitate the successful implementation of the curriculum. Many of the specific methods and practices that will be replicated and create a positive, proven educational environment are detailed below.

B. DESCRIPTION OF CURRICULUM

Using a Waldorf approach to the teaching of the Utah Core, WWCS curriculum is designed to ensure adequate and appropriate preparation for life. It ensures that students meet the state objectives of being prepared for college and the work place (as defined by core standards), but it also adds to the richness of these academic objectives by providing experiences which further students' human development.

Overview of Waldorf Curriculum

WWCS integrates a traditional Waldorf curriculum with the Utah Core. In this way, the students receive a robust and comprehensive education. In addition to the core requirements in math and language arts, the incorporation of Waldorf curriculum involves stories from around the world, history, science, arts, practical arts, movement, foreign language and music. Curriculum and practices at the school are designed to nurture and support the development of the whole child: their head (or thinking and analytical abilities), their heart (or feeling, ethical and intuitive abilities), and their hands (or their physical and tactile abilities). Each lesson and each day is designed to support the development of these central aspects of the child. Lessons are all planned to help each child do, feel and think.

Developmental Model: Waldorf curriculum is based on a developmental model where the subject matter taught aligns with the developmental stage. WWCS curriculum is harmonized with the traditional presentation of subjects and themes in Waldorf schools. Presentation of subjects is related to the age and stage of the children. Slow beginnings are honored, and individual children are encouraged to learn and blossom at their own pace. Homework and additional projects are limited and always connected to deepening learning and supporting the child.

Global and Cultural Scope: The Waldorf curriculum is seen as an ascending spiral with new information and competencies building upon those introduced in earlier years. Much of the language arts and history instruction can be found in the study of stories: tales, fables, myths, cultural practices and history that is drawn from the global sphere and then presented creatively as the students explore the world through the ideas, traditions and stories of ancient and modern cultures. History, language arts, science, math, and history are taught in main lesson blocks of 3 to 5 weeks during the morning main lesson hours and then reinforced and integrated through specialty classes in the afternoons.

Topics covered in main lessons include:

Primary Grades 1–3: Pictorial introduction to the alphabet, writing, reading, spelling, poetry, and drama. Folk and fairy tales, fables, legends, ancient Hebrew stories. Numbers, basic mathematical processes of addition, subtraction, multiplication, and division. Nature stories, house building, and gardening.

Middle Grades 4–6: Writing, reading, spelling, grammar, poetry, and drama. Norse myths, history and stories of ancient civilizations. Review of the 4 mathematical processes, fractions, percentages, and geometry. Local and world geography. Comparative zoology, botany, and elementary physics.

Upper Grades 7–8: Creative writing, reading, spelling, grammar, poetry, and drama. Medieval history, Renaissance, world exploration, US history, and biography. Mathematics, geography, physics, chemistry, astronomy, and physiology.

Daily Schedule at WWCS

WWCS will emphasize a rhythm throughout the school day. Not only will the curriculum be balanced, but the school day will be balanced as well. Instruction is organized using a schedule, which includes Main Lesson, Practice Periods, and Specialty Subjects. The breadth of Specialty Subjects, combined with the depth of Main Lesson, and the reinforcement of Practice Periods creates a curricular offering reminiscent of a *renaissance-based* education. This predictable schedule and flow of activities creates a rhythm within each day, a breathing quality to the sequence and scope of activities and a predictable, sustaining force to the students. It also eliminates the fragmentation that is common in most school days and allows the child to become fully absorbed in a subject day after day. The main lesson has been a defining characteristic of Waldorf education since its inception, and has been found to improve student performance and coherence of the curriculum even in situations with high student transience.

WWCS will follow a traditional calendar similar to surrounding school districts. All Fridays will be early release days to accommodate staff meetings and professional development.

WWCS BELL SCHEDULE Grades 1–8		
	Daily Schedule	Early Release Schedule
School Gathering	8:45 am	8:45 am
Class Main Lesson Instructional Time	8:55–11:15 am	8:55–11:15 am
Practice Period	11:15 –12:00 am	Snack: 11:15–11:30 am
Lunch or Recess	12:00–12:25 pm	Community of Caring:

		11:30–12:30 pm
Recess or Lunch	12:25–12:50 pm	Class Closing: 12:30–12:45
Specialty Classes Instructional Time	12:50–1:35 pm 1:35 –2:20 pm 2:20–3:05 pm	
Class Closing	3:15–3:30pm	

School Gathering: Setting the tone for the day, the Executive Director gathers all students and teachers at the beginning of the school day. They are welcomed, announcements are given, a song is sung or a poem recited, and students and teachers are dismissed to their respective classes.

Greeting & Circle Time: Students are greeted by teachers at the door. Hand shakes, eye contact, and the chance to recognize and perceive the emotional state of each child at the commencement of each day provide a connection between student and teacher and a means from which to begin individuating the day's activities.

Once welcomed into the classroom, students will join together in an opening activity. In the lower grades, this is often described as "circle time" and involves the recitation of poetry, singing of songs, movement and rhythmic activities that engage the body, teach coordination, and introduce mathematical facts and concepts. In upper grades, this continues to involve recitation and some movement, but songs and math facts may transition to more complex speech activities and mental math problems often taking a shorter amount of time and not performed in a "circle."

Main Lesson: Main Lesson is typically a 2-hour block of time in which new information is presented to students each morning. This means that new, academic information is always presented in the mornings, when children's brains are awake and receptive. Additionally, rather than jumping from subject to subject in small, fragmented chunks of time, main lessons allow for depth and exploration of subject matter through various methodologies. For example, integrated into a 4th Grade main lesson focused on Norse mythology, teachers may include activities that involve identifying parts of speech, writing, art, comparing and contrasting, movement, and mathematics. Later, the 4th Grade main lesson may be focused on fractions, but in learning fractions students may engage in writing and drawing and even the composition of poetry on fractions, in addition to traditional math "practice problems." In this way, the curriculum invites students to practice a variety of skills and develop many capacities in an imaginative and more applied context.

During Main Lesson, there are 3 distinct stages of learning:

- **Stage One** generally takes place over one day. The teacher guides students through specific learning activities from *whole-to-part*. The children experience this with minimal abstraction so they can absorb the new information deeply. For example, at the beginning of a 6th Grade geometry lesson students might observe and then draw natural phenomena such as flowers. As they discover the innate patterns, geometrical concepts emerge. This method is in contrast to teaching that is too abstract or isolated from context, which can then become discouraging and indigestible.
- **Stage Two** usually occurs the next day. After literally "sleeping-on" the previous day's content, the children summarize it in their own words with minimal but conscious input from the teacher. In

Classroom Instruction that Works, Dr. Robert Marzano established that summarization and effective questioning boost student achievement more than nearly any other known teaching strategies (Marzano, Classroom Instruction That Works). Research in cognitive psychology has found that long-term memory is greatly improved if students process material in a deep and meaningful way. Self-generated elaboration (as happens when a child retells or summarizes information) leads to better recall than mere study of material, as it establishes a long-term memory trace. In this way, the content becomes “owned” and “reconstructed” in new ways by the students. Retelling during Stage Two is consistently more vivid and integrated. The literal process of sleep is seen as an essential part of learning. Research corroborates that the brain processes sensory information in significant ways during phases of deep sleep (Sleep, Learning, and Memory).

- **Stage Three** may take place over ensuing weeks and leads further towards the development of analytical thinking capacities. In this third stage there is emphasis on promoting deep understanding at the conceptual level through the use of critical thinking strategies. In the example above, the 6th Grade geometry students have now worked with complex theorems and can solve challenging math problems since their learning has been appropriately scaffolded.

Teachers work hard to present information from whole to parts in thoughtful, thorough ways. They understand if teaching is too detached, unstructured or chaotic, students will not engage which could lead to boredom, frustration, and underachievement. It is expected that the main lesson block will regularly include movement based activities, and often some time spent outdoors in activities that relate to the content of the subject being studied and are directly supervised by the teacher.

Practice Period: Practice periods provide an opportunity to reinforce and deepen skills in mathematics and other subjects on a consistent basis. These practice periods allow students, particularly in the upper-grades, to regularly apply and utilize the math facts and practice operations that have been previously taught in main lesson blocks. Usually, students will have 3 math practice periods and one language arts practice period a week; however, this ratio may be adjusted based on teacher’s on-going formative assessment and determination of students’ needs.

Lunch & Recess: Lunch and an associated recess time provide time for students to move, play, and nourish their bodies and minds.

Specialty Classes: In addition to the broad arts-infused academic curriculum, WWCS offers a variety of specialty classes taught by teachers with a focus on a particular subject. Some classes are taught throughout all grades and others are introduced in the upper grades, as appropriate. These classes further integrate and reinforce the core content and subjects studied during main lessons.

Specialty Classes for All Grades		Specialty Classes for Upper Grades		
<u>CLASS</u>	<u>TAUGHT BY</u>	<u>CLASS</u>	<u>GRADE BEGUN</u>	<u>TAUGHT BY</u>
Handwork/Woodwork	Specialty Teacher	Strings	3	Music Teacher
Spanish	Spanish Language Teacher	Choral Music	5	Music Teacher
Dance	Tanner Dance Visiting Artist	Drama	5	Class/Specialty Teacher

Eurythmy	Specialty Teacher	Second Language	6	Second Language Teacher
Environmental Stewardship: Gardening and Animal Husbandry	Groundskeeper/Parent Volunteer	Technology and Ethics	6	Classroom Teacher
Physical Education and Movement	Physical Education Teacher	Art Explorations	6	Art Teacher/Visiting Artists
Speech	Visiting Specialist	Outdoor Adventures	6	Class Teachers with Physical Education Teacher

Handwork/Woodwork: builds fine motor skills, fosters brain integration, aids in setting a mathematical foundation, and develops an artistic aesthetic as children learn to knit, crochet, embroider, carve, etc.

Spanish: begins to immerse students in a foreign language in a way that is similar to their acquisition of their primary language, through stories, songs, rhymes and poems, as children mature, the complexity and precision of instruction also increase.

Dance: is taught by a visiting artist from Tanner dance. The focus is on creative and expressive movement, using the body to tell a story. In addition, in older grades, more technique, muscle control and coordination are emphasized.

Eurythmy: may be the most distinctive course offered in Waldorf-inspired schools. The word “*eurythmy*” stems from Greek roots meaning *beautiful* or *harmonious rhythm*. Eurythmy is a dance-like art form in which music and speech are expressed through bodily movement. Specific gestures represent spoken sounds, both vowels and consonants. Eurythmy can be thought of as “visible speech or song.” It is useful in helping to teach language as it pairs movement with the sounds of words, and it enhances coordination, strengthens the ability to listen, and promotes collaborative harmony in groups.

Environmental Stewardship/Gardening: involves students in opportunities to observe and interact with the natural world. Children learn about plants, animals, ecology and the world around them through hands-on experiences as caretakers. They begin to internalize their connection to and responsibility to care for the natural world. This manual work with the earth and elements can also be therapeutic for the developing child who may have behavioral difficulties.

Physical Education and Movement: involves many aspects of learning which are deepened as students develop hand-eye coordination, synchrony, and balance through games and activities designed to engage the whole body.

Speech: a visiting speech specialist works with students on the qualities of the spoken word to enliven children in the use of speech.

Strings: begins in 3rd Grade as students learn the violin and then build in complexity.

Choral Music: begins in 5th Grade as a separate class. While in the lower grades singing is integrated into much of the class activity, in the upper grades as students learn to read music and sing in parts, a more conscious study of choral music begins.

Drama: may be present in the traditional class plays of all grades, but is taught as a special class for older students, often in conjunction with speech.

Second Language: is offered in addition to, but not replacing Spanish, beginning in 6th Grade.

Technology and Ethics: begins in 6th Grade as students begin to use more technology in the classroom. This is a specific curriculum that has been developed for use in schools and helps students to consider their use of online resources, social media and other current issues in the digital age.

Art Explorations: brings a professional art teacher and visiting local artists into the upper grades to introduce a wider variety of artistic mediums to the students.

Outdoor Adventures: are monthly opportunities for students in the upper grades to connect their learning to nature through trips off campus. These may include traveling to observe caves or mineral deposits studied in 6th Grade, learning about the muscular and respiratory systems and their function during anatomy or physiology and then making observations and comparisons of the 2 during a hiking or biking outing, or studying references to nature in renaissance writing while in the canyon.

Community of Caring: is described in more detail as a component of WWCS's discipline policy. It serves as the basis for defining agreed upon behaviors in the school community, resolving conflicts, teaching a social and emotional and health curriculum, and facilitating the building of a strong school community.

Curriculum Development and Alignment

WWCS understands the importance of aligning the traditional Waldorf Curriculum with Utah Core Content in order for state assessments to have fidelity. The Alliance for Public Waldorf Schools has compiled comprehensive recommendations regarding the placement of common core standards in the public Waldorf classroom. The Waldorf-Common Core Curriculum Alignment and Handbook (Handbook) is an exploration not just of "what and when" but also "how" public Waldorf schools can address these standards while remaining true to Waldorf philosophy and pedagogy. The Handbook is organized as a set of grade-level documents, K–8, each including a summary overview of that grade's Waldorf curriculum and tables of the common core standards in English Language Arts and Mathematics. Using the Handbook as a resource and with careful attention to the distinct characteristics of the Utah Core, WWCS intends to directly and thoroughly correlate the Waldorf curriculum with Utah State academic content standards. Any curricular gaps will be addressed by selection and implementation of additional research-based curricula. Our desire for educational innovation aims to alter not essential content, but the method in which it is taught. The Utah Core Curriculum represents worthy goals in teaching students higher order thinking skills, application of knowledge, and deeper understanding of concepts; success in this endeavor will come with excellent teachers and instructional methodologies in well-supported classrooms.

The Waldorf curriculum begins with the foundational skills and understandings being deeply formed in Kindergarten and early grades and higher-level capacities layering consistently over this foundation to build ever-increasing understanding and competencies. Because this approach begins by creating within the children an understanding of the whole and then moving towards the parts, earlier grades focus on what is known and accessible within the child's world. Preliminary and formative academic skills are practiced daily, in a manner that helps children to "fully develop their creativity, imagination, and self-confidence in preparation for the higher levels of cognitive thinking developed in the later grades" (see the Handbook).

In order to facilitate fidelity with the Waldorf method and its proven curriculum, WWCS may introduce certain concepts and topics at a later or earlier grade level than that set forth in the Utah Core Curriculum. However, over the progression from Kindergarten to 8th Grade all topics, concepts, and competencies and more will be covered. For example, WWCS's nature curriculum will expose children to observations about the natural world in 1st and 2nd Grades, but these will remain in the realm of observed experiences, rather than abstract explanations. While the Utah Core places the study of rocks and minerals and volcanoes and weathering in the 2nd and 4th Grades, WWCS students will notice and make observations about the rocks and weathering they observe, but save their in-depth examination of mineralogy for the 6th Grade. At this time, students will build on their earlier observations and form an understanding of the processes within the Earth that create various types of rocks and minerals.

WWCS's priorities for the Planning Year of 2015–16 include hiring an Executive Director and a Pedagogical Director and investing in professional development. By funding these 3 key priorities, WWCS will create a foundation for successful curriculum development, alignment and implementation as outlined in Section 8. Once hired in January 2016, the Executive Director and Pedagogical Director will utilize the Handbook and the Waldorf Guide to Formative Assessment (soon to be published by the Alliance for Public Waldorf Education) to fully align Utah Core competencies and Waldorf curriculum with *specific teaching tasks* for each grade and main lesson block and to develop a comprehensive recommendation for teachers of each grade on how the Utah Core is to be integrated into daily instruction at WWCS.

In addition to these comprehensive guides to the curriculum based on competencies and skills, curriculum resources that harmonize with the Waldorf approach will be purchased, including Waldorf resources such as Christopherus, FOSS Science, Singapore Math, Jamie York Math and Everyday Math curriculum guides and others. Books related to the teaching of each main lesson in each grade will also be purchased and a teacher's library created. The intention is that from these and other resources teachers will design their classroom lessons. In addition, WWCS will bring in experienced consultants in public Waldorf education to assist in the curating of curriculum resources and outlining of the scope and sequence of instruction for each grade.

It is anticipated, based on initial work on these efforts, that each grade-level document will be long and in-depth as it guides teachers through resources and methods as well as appropriate assessments and modes for tracking student progress on each of the core standards. Due to their length, these documents are not included here; however, below is a general summary of the curriculum, objectives and assessments for several grades. In addition, an example of what this guide will look like is provided for one of the Utah Core ELA standards at the bottom of each grade level overview. The final curriculum guide will include an explanation of what is to be taught and how it is to be taught. It will also provide a skills checklist (similar to, but with more detail, than that in the skills/objectives section of the charts) with an associated assessment method for each skill.

Formative Assessment and Evolving Teaching Practices

WWCS intends to use a variety of methods of formative assessment. As described in greater detail in Section 5, WWCS will bring together various existing and reputable formative assessments that have been proven to be both valid and reliable for measuring student progress across many competencies. Much like the 1st Grade Readiness Assessment (discussed in Section 5), the combination of these

assessments is intended to give a holistic picture of each student's emerging abilities. Some aspects of this assessment may be completed by having students take a formal test, such as the Easy-CBM or Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for Mathematics or reading, other dimensions will be completed through the teacher's review of student work, such as determining whether certain conventions are being used in student writing, and others may be assessed through on-going teacher observations, such as coordination skills, social skills, and conversational abilities. For each skill listed on the checklist an appropriate assessment method will be identified (DIBELS, writing project, observation). During the course of each trimester, teachers will make regular assessments of students using these various means and tracking their formal and informal observations on the assessment tool. For each skill or competency listed, the teacher will indicate the student's level of proficiency. This will enable teachers to clearly track students' development of competencies and skills and adapt their teaching as appropriate.

Each trimester the results of the formative assessment will serve as the basis for reports to parents and parent-teacher discussions. Further, the data from the assessments will be collected by the Assessment Coordinator who will work with teachers to identify gaps and trends: Where is the whole class struggling? Are certain demographic groups lagging behind their peers in a particular area? What about at the level of the individual student? Data gathered from these assessments will also be augmented with survey data (from parents and teachers related to school-wide priorities) and hard data (such as attendance records) to also help identify areas of concern. Data collected will be used by the Executive Director, Pedagogical Director, Class Teachers, Specialty Teachers, and Learning Specialists to help guide and adjust instruction at WWCS, with the intention of reaching every student and reporting regularly to the Governing Board on school-wide progress towards goals.

At WWCS, the Assessment Coordinator oversees the administration of all state-mandated tests and the associated reporting. S/he provides training to staff on how to utilize WWCS's formative assessment and the DIBELS tests to provide an on-going and evolving picture of student achievement. Further, the Assessment Coordinator combines the data from all of these various sources and provides regular reports each trimester to the Pedagogical Director and Executive Director who then work with the Faculty Council to ensure that teaching practices are adjusted and professional development is provided in key areas identified by the data collected.

The foundation of using data to drive decision-making at WWCS will be the creation of a *culture of inquiry*. A *culture of inquiry* is built on a perspective that invites educators to look to data to reveal inequities, inefficiencies, and inadequacies in teaching in a safe and non-judgmental environment. By viewing data as one potential indicator of an opportunity to improve or ensure a more equitable education is given to all students, it becomes a useful tool, not an irrelevant abstraction. Further, by focusing on a *culture of inquiry*, all faculty at WWCS will feel free to question their own practices and look for ways to openly assess their efforts and improve without fear of reprisal.

Grade Level Content, Objectives, Skills and Assessments

WWCS has developed charts outlining the key areas of Waldorf curriculum for each grade, the Utah Core Competencies and skills taught in each grade, and the relevant assessments that will be used to track student, cohort, and school-wide growth on each. As discussed previously, these documents are the general basis for a much more in-depth correlation work that will be conducted in 2016. Due to

space constraints, the charts for odd grades are included below as a sample. The full series of charts for all grades can be found [online](#).

First Grade Curriculum: Content, Objectives, Skills & Assessments

Subject Content	Language Arts	Science	History & Social Studies	Math
Description of Waldorf Curriculum	Pictorial and phonetic introduction to letters; writing; fairy tales from around the world; singing; poetry recitation; form drawing	Nature stories; nature walks; observations; gardening; investigation of the natural world	Multicultural stories and class and school community building; understanding of responsible behaviors for health and safety	Qualities of numbers; introduction of the 4 operations in arithmetic; mental math processes
Utah Core Skills Taught/ Objectives	Phonemic awareness; ability to form letter shapes accurately; reading of basic texts; comprehend and answer questions about texts; compose (orally or in writing) opinions, explanations and narratives based on stories told and read; understand sequence and temporal language	Forming ecological awareness, developing keen observation skills, attention to detail; understand healthy behaviors; predict possible consequences for actions; observe using senses; sort natural objects; compare and contrast seasonal weather changes	Participation in collaborative conversations; ability to ask and answer questions about information; ability to describe with details; follow rules and engage in safe behaviors; understand differences and attributes of schools and neighborhoods and roles of people	Understanding of quality of numbers—value, form, representation of tens and ones; ability to solve basic addition, subtraction, multiplication and division problems; determine unknown numbers; counting and sequencing to 120 by 1's–12's
Assessment Measures	2 nd Grade Readiness; WWCS Formative Assessment; DIEBLS; evaluation of student work	2 nd Grade Readiness; WWCS Formative Assessment	2 nd Grade Readiness; WWCS Formative Assessment; DIEBLS; evaluation of student work	2 nd Grade Readiness; WWCS Formative Assessment; DIEBLS; evaluation of student work
Subject Content	Handwork	Foreign Language	Visual & Performing Arts	Movement/Physical Education
Description of Waldorf Curriculum	Knitting	Introduction to Spanish through songs, stories and rhymes, imitation and gesture	Form drawing; painting; beeswax modeling; crayon illustrations, drama; singing; pentatonic flute	Eurythmy; circle games; imaginative games; movement combined with music and singing; throwing and catching; rhythmic stepping, balancing
Utah Core Skills Taught/ Objectives	Fine motor skills, concentration, sense of form	Phonemic Awareness	Utilize drawing and other media to clarify ideas, thoughts and feelings; interpret and analyze stories and topics through art forms, recognition of shapes, ability to draw and reproduce simple shapes; sing a melody independently with accuracy; create simple rhythm	Brain integration, deepening of learning in language arts and mathematics; development of manipulative skills; personal and spatial awareness

Assessment Measures	2 nd Grade Readiness; WWCS Formative Assessment	2 nd Grade Readiness; WWCS Formative Assessment	2 nd Grade Readiness; WWCS Formative Assessment; Evaluation of Student Work	2 nd Grade Readiness; WWCS Formative Assessment
<p>Utah Core Competency Example: <u>Grade 1 Utah Core Writing Standard 3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</u></p> <p>In the Waldorf 1st Grade, fairy tales and folk talks from around the world are used to teach the language arts curriculum. Stories will be told by teachers, and then students will be asked to recall the events of the stories, including details and meaning. Early on in 1st Grade, this recall and retelling will primarily be oral and involve the creation of artwork and reenactment, much like in Kindergarten. Throughout the year, as reading and writing skills are developed, students will begin to construct simple sentences and write these in their main lesson books. Teachers will guide this work in the earlier months, and by the end of the year, students should be able to compose simple sentences that summarize key events from stories that they have illustrated in their main lesson books. Students will learn and recognize key words that help to signal transitions and sequencing, and be able to use them in their writing.</p> <p>In addition, students will practice skills of retelling and ordering events in their studies of science and mathematics. Students will write and illustrate about their gardening activities and observations in nature. Because the basic mathematical processes will be taught using stories—for example, an on-going story about squirrels that gather and loose nuts provides a basis for the students to add and subtract – mathematics will also reinforce language as students re-write these stories into their main lesson books, practicing ordering the events, including details, and providing closure.</p> <p>Assessment of writing skills being developed will occur through the WWCS Formative Assessment, evaluation of student work, and the 2nd Grade Readiness Assessment</p>				

Third Grade Curriculum: Content, Objectives, Skills & Assessments

Subject Content	Language Arts	Science	History & Social Studies	Math
Description of Waldorf Curriculum	Elements of grammar (nouns, verbs, adjectives); continuing cursive; punctuation; spelling; compositions; stories from ancient history; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall	Continuation of garden and nature studies; study of textiles; effects of various forces on objects through shelter-building; healthy lifestyles in conjunction with Cooperative Campus	Study of practical life (farming, housing, clothing); stories from ancient history; sense of community through extended learning opportunities and service learning; relation between early human settlements and geography features; beginning of discussion of ecosystems and environmental modifications within the context of ancient stories	Higher multiplication tables; division; weight, measure, money and time; review of all 4 processes; multiplication; problem solving; place value to 10,000s; estimating; mental math; word problems
Utah Core Skills	Ability to fluently read and comprehend a variety of texts	Classification of living and non-living things; sources of	Distinguishing own point of view from author or teller of story; ability to write	Representation of and mastery of addition, subtraction,

Taught/ Objectives	(including poems) and interpret meaning; spelling and vocabulary development; distinction between literal and nonliteral language; parts of stories and poems; revision of writing and use of correct grammatical structure; identification of prefixes and suffixes	various natural products; understanding of effects of forces—gravity, wind; experience with sun and heat; descriptions of relationships of events with time sequence and cause and effect	clearly with reasoning for opinions; use of context to determine meaning of words; beginning of understanding of ecosystems and human settlement; understanding of elements of culture, including stories, music, art, celebrations	multiplication and division concepts; ability to interpret products and quotients as representations of groups of objects; ability to solve for unknown values in number sentences; identification of arithmetic patterns; demonstrate understanding of weight, measurement, money and time; draw and read scaled graphs
Assessment Measures	WWCS Formative Assessment; DIEBLS; SAGE; evaluation of student work	WWCS Formative Assessment; DIEBLS; SAGE; evaluation of student work	WWCS Formative Assessment; DIEBLS; SAGE; evaluation of student work	WWCS Formative Assessment; DIEBLS; SAGE; evaluation of student work
Subject Content	Handwork	Foreign Language	Visual & Performing Arts	Movement/Physical Education
Description of Waldorf Curriculum	Crocheting (mathematical patterns, working in the round)	Continuing foreign language study with oral dialogue, dramatization, songs, games and simple written work	Form drawing; painting; beeswax modeling; singing; drama; introduction to the recorder and violin	Balance, running and chasing games, song and movement
Utah Core Skills Taught/ Objectives	Pattern recognition and perpetuation; concentration; fine motor skill development	Rhyming; phonemic awareness	Use of images to clarify texts and convey meaning; appreciation of arts related to cultures studied	Balance; coordination; following rules; cardiovascular and muscular strength and endurance; integration of learning
Assessment Measures	WWCS Formative Assessment; evaluation of student work	WWCS Formative Assessment; evaluation of student work	WWCS Formative Assessment; evaluation of student work	WWCS Formative Assessment; evaluation of student work
<p>Utah Core Competency Example: <u>Grade 3 Utah Core Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: (a) establish a situation and introduce a narrator and/or characters, organize an event sequence that unfolds naturally (b) use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations (c) use temporal words and phrases to signal event order and (d) provide a sense of closure.</u></p> <p>In the Waldorf 3rd Grade, students study and write compositions on a variety of topics. Teachers continue to present grammar including parts of speech and punctuation and other conventions. Students are encouraged to begin utilizing these conventions in their writing. In addition, students write from a variety of perspectives, both as narrators, as first-person characters, and as analytic observers of events. The 3rd Grade story curriculum involves ancient Hebrew stories. The increasing complexity of the relationships and events provides excellent material for students to develop their ability to write in a way that</p>				

organizes the event sequence in a naturally unfolding manner. Students begin to write these stories using dialogue and more complicated accounts of events. Further, the students have the opportunity to write many original stories and compositions based on their other studies. Students study practical life, such as farming, textiles, shelter building, and gardening. Students will write essays, first-person stories placing themselves in a historic time period or situation, and instructions on how-to do various tasks, all of which further develop these writing competencies. In relation to the practical life studies, students also study the history and practical use of weights and measurements in mathematics. They will write stories in their main lesson books about how and why standards for measurement were developed utilizing various narrative techniques.

Assessment of writing skills being developed will occur through the WWCS Formative Assessment, evaluation of student work, and the Utah SAGE tests.

Fifth Grade Curriculum: Content, Objectives, Skills & Assessments

Subject Content	Language Arts	Science	History, Geography & Social Studies	Math
Description of Waldorf Curriculum	Elements of grammar; spelling; punctuation; compositions; Greek myths	Botany; introduction to inductive method; continuation of gardening and nature studies	Ancient civilizations through Greek times; American geography as related to vegetation, agriculture, culture and economics	Decimals; fractions; percentages; metric system; negative numbers; introduction to geometry; free-hand geometric drawing
Utah Core Skills Taught/ Objectives	Ability to identify themes and accurately quote from a text; structure of writing (including Greek plays); influence of point of view in description of events in text; comparison and contrasting of stories in a genre; read and comprehend literature; identify "domain-specific" word in text; ability to use narrative techniques such as dialogue; editing and implementing correct grammar, such as appropriate verb tense and punctuation	Determine the meaning of academic or scientific terms in a text; write informative and explanatory texts to examine a topic; conduct short research projects; draw from informational texts for research; observation of chemical and physical changes in botany; study of plant characteristics that lead to survival in various environments	Understanding of cultural and ecological differences between parts of the United States as related to early settlers; contributions and culture of Native Americans; varying degrees of freedom held by different groups in American culture; understand how ancient civilizations developed and how they contributed to the current state of the world; understand how ancient civilizations created technology, tools, and adapted to meet needs	Express whole numbers as product of prime factors; form ordered pairs and graph; identify patterns in multiplication and in the placement of decimal points; work with decimals to the thousandths; fluent multiplication of whole multi-digit numbers; add and subtract fractions with unlike denominators; word problems with fractions and decimals; find area and perimeter of shapes; ability to interpret multiplication as scaling; solve real world problems using all 4 processes, fractions and decimals; convert measurement

Assessment Measures	WWCS Formative Assessment; DIEBLS; SAGE; evaluation of student work	WWCS Formative Assessment; DIEBLS; SAGE; evaluation of student work	WWCS Formative Assessment; DIEBLS; SAGE; evaluation of student work	WWCS Formative Assessment; DIEBLS; SAGE; evaluation of student work
Subject Content	Handwork	Foreign Language	Visual & Performing Arts	Movement/Physical Education
Description of Waldorf Curriculum	Knitting socks using 4 needles; Woodworking with convex surfaces: carved egg, buttons and beads, chopsticks, animal cut-outs	Continuing instruction in a foreign language with further bookwork and grammar, cultural appreciation, poetry, beginning reading	Calligraphy; painting; clay modeling; woodworking; drama, singing; recorder; choir; instrumental ensemble	Games exploring strength and strategy; games with multiple props; games with team goals
Utah Core Skills Taught/ Objectives	Ability to use basic woodworking tools with accuracy and safety; concentration; fine motor skill development; creation of useful objects; perseverance and grit	Ability for basic communication in foreign language and emerging capacity to write in the language; ability to read basic texts in foreign language	Ability to predict the process and techniques needed to create works of art; appreciation of various art forms and ability to reflect on elements; ability for self-expression in art; use of varied and new art materials and techniques	Teamwork, cooperation and leadership skills; ability to use tactics and strategies in games; cardiovascular and muscular strength and endurance
Assessment Measures	WWCS Formative Assessment; Evaluation of student work	WWCS Formative Assessment; Evaluation of student work	WWCS Formative Assessment; Evaluation of student work	WWCS Formative Assessment; Evaluation of student work
<p>Utah Core Competency Example: <u>Grade 5 Utah Core Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: (a) orient the reader by establishing a situation and introducing a narrator and/or characters, organize an event sequence that unfolds naturally (b) use narrative techniques such as dialogue, description and pacing to develop experiences and events or show the response of characters to situations (c) use a variety of transitional words, phrases, and clauses to manage the sequence of events (d) use concrete words and phrases and sensory details to convey experiences and events precisely and (e) provide a conclusion that follows from the narrated experiences and events.</u></p> <p>In the Waldorf 5th Grade, students continue to develop writing skills as they study the dawn of western civilization. Through these stories the students begin to see and appreciate how different cultures viewed themselves in relation to the world. They continue these studies through examining Greek mythology and epic stories. The teacher's vivid re-telling of these accounts provides an example and demonstration of pacing and other more advanced narrative techniques that students then employ in their own writing about these events. In addition, to the many types of writing students have previously practiced, 5th Grade students can begin to explore the use of dialogue and pacing through helping write and act out a class play based on these epic stories. Student work in art and music furthers their expression and deepens their understanding of the time periods and cultures studied.</p> <p>Assessment of writing skills being developed will occur through the WWCS Formative Assessment, evaluation of student work, DWA, and the Utah SAGE tests.</p>				

Seventh Grade Curriculum: Content, Objectives, Skills & Assessments

Subject Content	Language Arts	Science	History, Geography & Social Studies	Math
Description of Waldorf Curriculum	Creative writing; grammatical mechanics; critical thinking through study of literature and informational texts	Physics: mechanics; physiology: circulatory, respiratory and nervous systems; helio-centric astronomy; introduction to chemistry	End of Middle Ages; Age of exploration; the Renaissance; projects and oral reports; geography of North and South America and Africa	Algebra; mathematical thinking/theory; geometry proofs; introduction to mathematical uses of technology (using technology to analyze and present mathematical information)
Utah Core Skills Taught/ Objectives	Determine a theme of a text, analyze its development in the text and provide summaries of text; read literary non-fiction; cite textual evidence to support analysis of text's explicit and inferred meaning; establish and maintain formal writing style; analyze the use of rhyme, repetition of sound, form and structure and other devices contribute to meaning in poetry and other literature; ability to write arguments with supportive evidence and acknowledge other points of view/claims	Understanding structure of matter and characteristics of matter in different states; observe and describe cellular functions, organ and tissues and systems within the body; ability to classify and categorize; basic understanding of human physiology; deepened understanding of physics, including electricity and mechanics	Understand the culture through middle ages and renaissance, including the importance of religion and art; identify movements towards governmental self-rule; explain the renaissance as a rebirth of cultural and intellectual pursuits and how they were enabled by technological and scientific development; identify leading renaissance artists and thinkers and their contributions; articulate the reasons for and effects of the age of exploration, colonization, and the beginnings of global trade	Compute unit rates using ratios; represent addition and subtraction using graphs and diagrams; ability to solve algebraic equations; convert rational numbers to decimals; ability to solve real-world mathematical problems using positive and negative rational numbers; solve problems involving scale drawing of geometric figures; construction of geometric shapes; solve geometric problems using area and circumference of circle; solve geometric proofs; beginning understanding of statistical data
Assessment Measures	WWCS Formative Assessment; DIEBLS; SAGE; evaluation of student work	WWCS Formative Assessment; DIEBLS; SAGE; evaluation of student work	WWCS Formative Assessment; DIEBLS; SAGE; evaluation of student work	WWCS Formative Assessment; DIEBLS; SAGE; evaluation of student work
Subject Content	Handwork	Foreign Language	Visual & Performing Arts	Movement/Physical Education

Description of Waldorf Curriculum	Hand sewing, embroidery; may include bowl, metal-working, tool-making	Continuing foreign language with reading and writing, grammatical study and language structure, and historical and cultural study; beginning writing in second foreign language	Continuing music and drama; visual arts may include art history; calligraphy; clay modeling; perspective drawing; principles of drawing (negative space, texture, etc.); painting; soapstone carving	Team games and team building, trust building games, complex strategy
Utah Core Skills Taught/ Objectives	Ability to use metal working tools with accuracy and safety; concentration; fine motor skill development; creation of useful objects; Initiation and Precision; perseverance and grit	Ability for communication in foreign language and capacity to write in the language; ability to read texts in foreign language; Comprehension and ability for basic speech in second foreign language	Ability to perform music and hold one's part in tune; sight-reading music; precision in art work; ability to use shading and shadow in art work; beginning of dimensional and perspective drawing; understanding and appreciation of art history	Teamwork, cooperation and leadership skills; ability to use tactics and strategies in games; cardiovascular and muscular strength and endurance; ability to follow and respect game rules
Assessment Measures	WWCS Formative Assessment; evaluation of student work	WWCS Formative Assessment; evaluation of student work	WWCS Formative Assessment; evaluation of student work	WWCS Formative Assessment; evaluation of student work
<p>Utah Core Competency Example: <u>Grade 7 Utah Core Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: (a) engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters, organize an event sequence that unfolds naturally and logically (b) use narrative techniques such as dialogue, pacing and description to develop experiences and events or show the response of characters to situations (c) use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another (d) use precise words and phrases and relevant descriptive details and sensory language to capture the action and convey experiences and events and (e) provide a conclusion that follows from and reflects on the narrated experiences and events.</u></p> <p>In the Waldorf 7th Grade, creative writing figures prominently. Students spend an entire main lesson block on writing, entitled "Wish, Wonder and Surprise." This is an opportunity to engage in significantly more first person writing as students use various formats and styles to convey their thoughts and feelings and reflections on various topics. In addition, students are regularly asked to reflect on the material they are studying about the Age of Exploration and the Renaissance through reading literature and biographies and writing about them from various points of view. Students begin to engage in more critical and analytical evaluation of the historical events and contexts that they are studying and writing about. As in earlier grades, these studies are deepened through musical, dramatic, and artistic explorations of the various time periods and events. Students continue to refine their writing skills in writing about scientific topics, including physics, mechanics, physiology, and chemistry.</p> <p>Assessment of writing skills being developed will occur through the WWCS Formative Assessment, evaluation of student work, and the Utah SAGE tests.</p>				

C. METHODS OF INSTRUCTION AND DELIVERY

There are 3 primary components of a Waldorf school that are incorporated in WWCS: Curriculum (discussed above), Methods, and Teacher Engagement.

Methods

WWCS employs a variety of methods that are regularly used in Waldorf schools to provide an innovative and rich experience that meets the needs of students with a variety of learning styles and at varying achievement levels. In addition, these methods distinguish WWCS from other schools and ensure quality educational outcomes.

- **Integrated Main Lesson Format** allows students to study one main topic at a time while integrating language arts, mathematics, and arts into all studies.
- **Emphasis on Arts and Music** which are taught as part of every Main Lesson and as specialty subjects in additional periods throughout the day.
- **Rhythm, Movement and Storytelling** are used to bring life and vitality to all subjects taught.
- **Connection to Natural World and Environment** through observation-based science studies, gardening, outdoor classrooms and activities.
- **Positive and Cooperative Environment** is fostered through the curriculum and teaching approach.
- **Looping of Teachers** who stay with their classes through multiple grades.
- **Fine Arts** (including strings, band, dance, movement, drama, speech, and visual arts) and **Practical Arts** (including handwork, woodworking, gardening, and cooking).
- **Foreign Language Instruction** beginning in 1st Grade with Spanish and adding another language in 6th Grade.
- **Family Involvement** through seasonal festivals, volunteer opportunities, and parent education and workshops.

Teacher Engagement

WWCS sees the teacher as the key text and source from which students learn. The role of the teacher is more than just dispensing information or following a pre-determined set of lessons, rather the teacher is seen as an artist, a professional and a mentor. In the tradition of Waldorf education, teachers at WWCS are encouraged to create lessons that are alive and tailored to the needs of the students in their classrooms; technology is not used as a replacement for live instruction.

Excellence in Teaching: Within a safe and encouraging learning environment, teachers at WWCS set high yet obtainable standards for their students. They work to learn each student's strengths and areas that need improvement, which will allow the educator and student to work together to create learning experiences that benefit and best support educational and developmental goals. Teachers are encouraged to use differentiated instruction that caters to varied strengths/intelligences and promotes the use of authentic assessment. In this way, teachers at WWCS create a learning environment in which all students have the potential to advance and succeed. Differentiated instruction can be approached through tiered learning experiences that integrate the arts, physical activity, connection with the environment, and practical work. The differentiation of tasks allows each student to approach content material at his/her own ability level utilizing personal strengths. In addition, the use of authentic assessment allows students to utilize his/her own strengths to succeed in the creation of a product that represents their growth and knowledge of a subject. The use of these teaching strategies ensures that

students realize the practical importance of all the content studied in the classroom and develop the competencies and skills identified in the Utah Core.

Development of Lessons: Teachers at WWCS are not given one set text from which to teach, but are encouraged to draw upon various well-researched and proven methods to craft their instruction. WWCS ensures the availability of and access to a variety of well-established and interactive curriculum resources for core subjects, including phonics instruction, *Singapore Math* and *Foss Science*. In addition, texts on teaching in the Waldorf method, authoritative sources on the various subject matters, and literature is on hand. Ample time is provided to classroom teachers for lesson preparation through the use of time when students are being instructed by specialty teachers, and shortened Fridays. This further supports teacher development of meaningful main lessons. In addition, all teachers attend annual workshops designed to immerse themselves in the content areas to be taught in the coming year and facilitate the development of lesson plans.

Looping: According to researchers, “the most important variable in a positive elementary school program is the constant attention of a single teacher/caregiver with whom a child can develop a predictable and meaningful relationship” (Grant and Johnson 15). Looping saves an average of 6 weeks instructional time at the beginning of each year. Classroom community is developed as students form strong bonds with their peers and teacher. Looping also allows for greater partnerships with parents, and encourages a sense of community to be developed between parents, children, and teachers. Relationships deepen as the teacher remains with the same class each year, allowing teachers to grow with, and come to more deeply understand, their students. The strong teacher-parent bond also helps all involved work through problems instead of handing them on to a different teacher the following year. At the end of each school year at WWCS we discuss the best method of looping for the next year. The continuity and trust developed during multiple year looping provides our students the opportunity to develop loving, connected, and meaningful relationships.

Training of All Teachers in Waldorf Methods: Teacher training provides expertise in teaching all subjects, cultivation of the methodologies outlined above, and the fostering of the teacher’s own personal development. Teachers are trained in presenting curriculum, conducting child studies, using assessments and evaluating students as individuals. Because the Waldorf method is well-established with a long history, many teacher development opportunities exist, including online training, certification programs through colleges and universities, teacher conferences throughout the country, and outside consultants who travel to provide training. WWCS intends to utilize all of these resources, as well as hire an experienced Waldorf teacher as Pedagogical Director, to support the training of all teachers.

Involvement of Teachers through Faculty Council: Teachers at WWCS further play a supportive role to each other and participate in school governance through the Faculty Council.

Oversight and Evaluation: The Executive Director, Pedagogical Director, and Assessment Coordinator at WWCS are all involved in regular oversight of instruction.

Because recruiting trained Waldorf teachers or teachers who are committed to learning the Waldorf method is critical, WWCS intends to begin recruiting teachers early and to employ a hiring and screening process used successfully at other Waldorf charter schools to identify teachers who will buy-in to the mission and methods of WWCS. This is described in more detail in Section 7.

D. STRATEGY FOR SUCCESSFUL IMPLEMENTATION OF PEDAGOGY

In order to ensure that WWCS succeeds in (1) authentically replicating the Waldorf approach to education with great fidelity to the elements that facilitate success, (2) providing a holistic, meaningful and academically rigorous education to students, and (3) meeting the organizational goals set forth in Section 5, WWCS will follow the following strategy of implementation. First, WWCS will replicate the Waldorf design as outlined above in its pedagogy, methods, and curriculum. Second, WWCS will actively work at teacher recruitment and professional development. The essential ingredient in the success of the WWCS model will be hiring committed, quality teachers, training them, and retaining them over the years. In order to accomplish this WWCS will:

1. Actively recruit teachers with Waldorf experience, provide informational meetings on Waldorf education to prospective teachers, and develop a clear process for identifying and hiring teachers that will be a match for WWCS. (This is discussed further in Section 7.)
2. Provide teacher training during the summer of 2016 to all incoming teachers for 1–2 weeks at a college with an established Waldorf teacher training program. All teachers will spend this time focused on the grade to be taught in the coming year and using the curriculum guides (discussed above) to outline their main lesson instruction for the approaching school year.
3. Establish clear mentorships for every teacher new to Waldorf methods, either with the Pedagogical Director or another experienced teacher in the school. Ensure that relationships with mentors begin prior to school opening and involve lesson planning and organization of the classroom schedule and environment.
4. Schedule trainings with experts in Waldorf curriculum and school management on-site at WWCS, at least once a trimester for Professional Development days. These will be focused on areas where it is determined many teachers could use support, but for 2016–17, it is anticipated that instruction may include:
 - a. How to teach mathematics in the Waldorf curriculum
 - b. Assessment and technology use to track student learning
 - c. Teachers as leaders in inquiry and equity
 - d. Structuring the main lesson block
 - e. Integrating music and movement into the classroom
 - f. Reading and writing in the Waldorf curriculum
5. Assemble a robust teacher library full of resources and curriculum guides for teachers to reference throughout the year in lesson planning.
6. Work with each teacher to create a personal professional development plan which includes objectives for teaching in the given academic year and a schedule for completing Waldorf certification, Utah State licensure (as appropriate), and other training opportunities.
7. Develop, pilot, and refine a useful formative assessment and program for tracking student progress.
8. Regularly evaluate and support teachers in meeting their personal goals and WWCS's organizational goals.

E. APPROACH TO SCHOOL DISCIPLINE

The foundation of WWCS's approach to school discipline will be the community-wide "Community of Caring" program. WWCS believes that many of the discipline issues that emerge in schools can be addressed through a culture that shows respect to every individual, teaches and encourages non-violent communication, and provides forums for practicing attentive listening.

There are 2 key components to Community of Caring at WWCS. First, there are the actual curriculum resources. These will be purchased and at least one teacher-leader for each track will attend trainings in order to help mentor other teachers in the use of the curriculum in their classrooms. Second, there is the series of programs and activities that will be used to integrate Community of Caring into WWCS's culture.

Community of Caring Curriculum

Effective social and emotional curriculums help schools to intentionally address how members of the community work together to create a safe, inviting, respectful and happy environment in which all students, teachers, administrators and families can thrive. The curriculums help to create a sense of belonging, give each member autonomy and a voice, and help everyone to feel that they are a competent and valued member of the community. By using this curriculum at all levels of the school organization, including with faculty, parents and students, all can utilize agreed on standards for communication and conflict resolution as a community.

WWCS intends to receive training in and adopt a research- and evidence-based social and emotional curriculum that has been associated with improved teacher effectiveness, increased student achievement, and a positive school climate. WWCS is researching several options including Responsive Classroom, Caring School Community, and Greater Good Education. All of these curriculums have proven track records and offer training and support to teachers and administrators in how to conduct class meetings and teach social and emotional skills. Prior to the school opening, the administrative team and some teacher leaders will select the particular curriculum to be used and begin training for faculty. In addition, the Faculty Council will work together to articulate the 4 clear "agreements" or "commitments" that will become the summarized basis of the Code of Conduct for all Faculty, Students and Families at WWCS.

Community of Caring Program

The Community of Caring program is integrated throughout all of WWCS's activities, as follows.

School-wide Training: School-wide training will be provided for everyone to learn the program. This will include an orientation for all teachers (prior to the beginning of the school year), all parents (at the first parent meetings for the school year), and all students (within their classes during the first week of the school year). Each group will get a chance to pledge to follow the 4 agreements and to discuss what that looks like within their interactions and environment. Orientation meetings will begin this process and then several other sessions of professional development, parent nights, and student instruction will focus on how to mediate a conflict and how to request mediation when needed.

Alignment with Policies and Procedures: WWCS will ensure that policies and procedures for dealing with conflicts, disputes, or disruptions incorporate this model of resolution, so that the community of caring approach is fully integrated into the operations of the school.

Service-learning: All classes at WWCS will incorporate aspects of service learning into their class curriculum. Teachers will identify ways to meaningfully connect student learning to service opportunities within the school and in the broader community. Each class at WWCS will be given a responsibility to help care to the school on a regular basis. This will be a way that each student and teachers can regularly serve the WWCS community and take a role in caring for the school

environment. Options may include garbage pick-up on the playground, pulling weeds in the garden, preparation of space for assemblies, or coordinating the composting program. Each class will identify and commit to one service project to help and improve the school each year.

School within a School: In order to facilitate smaller learning communities, WWCS will use a school-within-a-school model for organizing activities. As shown on the organizational chart in Section 6, WWCS will have two tracks: A and B. Each track will consist of one class per grade. The tracks will work together to do the Friday curriculum for Community of Caring; they will also take lunch and recess at the same time of day. By regularly working in this smaller community, relationships and support networks will be formed. Similarly, teachers will work directly with other teachers in their track as they engage in child studies, plan curriculum, and coordinate efforts. To the extent possible, siblings will be placed in the same track to help create a smaller community for parents as well.

Friday Curriculum: Each Friday, students, teachers, and families will work on the Community of Caring curriculum. This program is intended to (1) create a sense of shared community and shared responsibility, (2) provide opportunities for mentoring, (3) allow the community to observe and celebrate one another's successes, and (4) provide a forum for identifying and resolving conflicts or concerns in a peaceful manner. These are each supported by the Friday activities.

For students, these activities include:

- Monthly "Sharing Assemblies" when each class presents to the others in its track something that they have been working on together (a song, a poem, a recitation, art work, a demonstration), providing an opportunity to recognize and appreciate the work of each grade in the community.
- Monthly mentoring opportunities, where students in upper grades are each assigned a "buddy" in a lower grade: 8th with 4th, 7th with 3rd, 6th with 2nd and 5th with 1st. Over the course of the years, the older students get to know and watch out for their younger "buddy," including at recess time. Each month there is an activity for the buddies to participate in together. It may be a chance to have the older student help the younger with an academic skill; it may be to work on a service project together; or to engage in a structured social time. Through these relationships, younger students begin to form connections with the older, and the older students practice mentoring.
- Bi-monthly class meetings are held to review agreements, discuss issues, address concerns, and receive instruction and practice related to the community of caring curriculum.

For teachers, these activities include:

- Monthly sharing assemblies that allow teachers to view and celebrate the work of their colleague's classes.
- Bi-monthly Faculty Council meetings where issues and concerns are discussed, professional development is worked on cooperatively, and child studies are performed to work together to support student development.
- Monthly (at least) meetings between mentors/mentees, where teachers are supported and coached by their experienced colleagues.

For families, these activities include:

- Opportunity to attend monthly sharing assemblies in which their students are participating.

- Monthly brunch meetings on Fridays where parents of students can gather at WWCS for brief instruction on a topic of interest and discussion groups.
- Friday “Open Door” with the Executive Director where families can drop in to discuss concerns or celebrate successes of students and the WWCS community.
- Parent nights, which will periodically include instruction from the Community of Caring curriculum.

Behavioral Philosophy

Class teachers at WWCS ideally stay with the student from the 1st to the 8th Grade. This enables the class teacher to be very aware of any problems that may be arising in a child’s behavior. In addition, the WWCS Formative Assessment requires teachers to make regular observations regarding each individual child’s demeanor, social interactions, emotional maturity, and demonstrated self-control. Most problems can and should be handled in the classroom in coordination with the student’s family. Class meetings, which are held on Fridays as part of Community of Caring, serve as a forum in which issues may also be addressed in some situations, such as conflict between students that may require mediation.

When teachers are unable to remedy behavior problems, teachers will work closely with the student, parents/guardians, and or other school staff to coordinate their efforts in the resolution of discipline matters. A restorative justice model will be employed in all cases of student misconduct. Using such a model in conjunction with the Community of Caring model, teachers and administrators work to develop open communication with the student. They spend time seeking to identify the roots of behaviors and encourage students to make amends to the school community for any misdeeds or violations of the school agreements.

WWCS seeks to provide an atmosphere that is, in all respects, conducive to student learning, safe, inviting and happy. In order to promote such an environment, WWCS has adopted policies regarding inappropriate behaviors in the school environment (which are detailed in the Suspension and Expulsion Policy adopted on 9/13/2014) and appropriate use of electronic devices (which are detailed in the Acceptable Use and Social Media Policy adopted on 9/13/2014). In addition, WWCS anticipates the development of other policies and procedures regarding dress code, attendance, protection of student privacy and records, transportation, and other aspects of school operations. All of these policies will be provided to students and parents prior to or within the first week of school. In addition, all policies and procedures will be published on the WWCS website for review by parents, students, and faculty. All parents, students, and faculty will be required to verify their receipt and review of these policies and acceptance of the school’s code of conduct. All policies will be subject to annual review.

WWCS Code of Conduct

All students, faculty and parents at WWCS will conduct themselves in a manner that contributes to a productive, safe, happy, inviting learning environment for themselves and others. All are expected to be kind, respectful, attentive, and cooperative with others in the school community.

- Students will be on time and ready to participate each day and work diligently on their studies, as directed by their teachers. Students will abide by the dress code. They will demonstrate respect and care in their use of school property and resources, including following rules regarding the acceptable use of electronic devices and resources. Students will not bring to the school nor use any harmful or illegal items or substances while on school property or at an event sponsored by or affiliated with the School.

- Students who engage in dangerous or disruptive conduct that disturbs the learning of others, disrespect teachers and administrators, threaten or harm others, damage school property, or violate WWCS's policies and procedures shall be subject to discipline, and potentially to suspension or expulsion as outlined in the WWCS Suspension and Expulsion Policy.

Discipline Policy

At WWCS the hope is that violations of WWCS's Code of Conduct, particularly any conduct that could lead to suspension or expulsion, might be detected early and remedied before such action would need to be taken in accordance with the Community of Caring Curriculum. However, WWCS recognizes its responsibility to provide a safe environment conducive to learning for all students. If the class teacher is not able to handle the situation alone and prevention of the behavior has not succeeded, this course of action may be taken:

1. If the child involved has been identified as disabled, a determination will be made as to whether the behavior in question is a manifestation of the child's disability, and appropriate care will be taken to comply with IDEA in any disciplinary actions.
2. All teachers who are involved with the student would meet in Faculty Council to discuss the concerns.
3. All teachers would pay particular attention to the student in question over a course of time determined by the council before meeting in council again.
4. At the end of the designated time, a second Faculty Council will discuss what the next course of action should be in an effort to ensure the student's success in correcting the problem.
5. The parents and student may be invited to attend a meeting with the Faculty Council and Executive Director to discuss the problems needing attention. A plan of action may be written and implemented by teachers and parents in an effort to remedy the problem.
6. In cases where student behavior poses an eminent harm to fellow students or members of the WWCS community, as outlined in the Suspension and Expulsion Policy and Procedure, the Executive Director may consult with the relevant class teacher, student and parents, and make an immediate plan of action, which may include suspension or expulsion if necessary. The above steps would then be followed in order to determine how to most appropriately support the student's re-entry into the classroom.
7. If these efforts fail and the problem continues, the Executive Director will notify the parents in person or by phone or email if the school intends to suspend the student. In the event of suspension/dismissal the WWCS staff will act in accordance with IDEA and all other applicable state and federal laws. Further all suspensions and expulsions shall be conducted in accordance with the published WWCS Suspension and Expulsion Policy and all applicable State and Federal laws to ensure that the student's property right to an education and due process rights are duly protected.
8. If expulsion is deemed necessary by teachers and Executive Director, they will petition the Governing Board for expulsion in accordance with WWCS's Policies and Procedures governing Suspension and Expulsion.

Family Involvement in Student Learning

Parental involvement is vital to Waldorf education and is an important purpose of charter schools. WWCS will empower parents and guardians of students with a wide range of meaningful opportunities to participate at WWCS, resulting in a strong and supportive community of parent stakeholders.

Parents will be at the heart of the operation and management of WWCS and will have opportunities to participate in all levels of school governance. Parents and family members of students will have the opportunity to be elected to the Community Council or Governing Board.

WWCS's Community Council will meet monthly to plan and coordinate efforts to involve families in a vibrant school community. Further, members of the Community Council will assist in school direction and governance in the following ways:

- Oversee student-related activities at the school;
- Plan and direct festivals;
- Help with recruitment of students and families;
- Oversee use of volunteers within the school;
- Direct various aspects of the school, such as garden, farm and lunch program;
- Provide Governing Board and Faculty Council insight into student needs;
- Coordinate WWCS cooperation with outside groups; and
- Assist in fund-raising efforts.

WWCS's Executive Director will encourage an inclusive, collaborative environment at the school by soliciting feedback and information from parents through surveys and focus groups. Inclusion of parents in decision-making will give all parents a voice and create a sense of shared ownership of the school. Parents will be encouraged to actively participate in their student's schooling by attending regular parent education nights. These will include an orientation to the school and the Community of Caring program, seminars on various topics related to Waldorf education, and periodic enrichment evenings with class and specialty teachers. In addition, parents will participate in Parent-Teacher Conferences, participating in the establishment of student goals, communicating openly regarding student progress and challenges. Families will be invited to attend open houses and family festivals, and volunteer. There may be opportunities for parent volunteers to accompany classes on local trips as chaperones. Parents may serve on various committees and participate in fundraising, traffic/parking lot assistance, musical and handwork assistance, playground monitoring, aiding classroom teachers, library assistance, at-home teacher assistance, providing snacks for classes, and extra-curricular activities. Teachers will be asked to look for activities in which parents can assist them. Parents may be surveyed to provide information about their availability and areas of interest.

The Community Council will establish a parental involvement committee responsible for working with the Executive Director, teachers, and other parent committees to identify involvement opportunities and notify parents of opportunities. Such opportunities may be posted on WWCS's website, emailed to parents, sent home in classroom flyers or listed in a school wide newsletter. Personal invitations may also be extended where interest and aptitude are known. WWCS will strongly encourage, but not require, each family to contribute at least 4 hours of volunteer service per child to the school each month. Family volunteer hours will not affect student opportunities to participate in activities nor affect enrollment. WWCS believes families will want to be involved in the experiences the school will offer and that if they are adequately informed of the wide-ranging opportunities to participate they will be willing and anxious to do so.

Regular means for communication with parents and families will be established, likely including but not limited to: a school newsletter, weekly emails from class teachers, use of class websites to convey information, online tracking of student progress, Open Door Days with the Executive Director, teacher

office hours, sharing assemblies, and home visits. WWCS intends that parents are partners in the education of their children. They are experts in the child, and teachers and administrators at WWCS intend to learn from families and build long-term relationships with them that will support the optimal growth of each child.

Students with 504 plans and support under IDEA will have school assistance as they communicate to resolve issues (see Section 3). Parents will make teachers and administrators aware of student needs in order to develop individual plans for students in these circumstances, and school personnel will seek to work with parents to meet the needs of every child.

- F. We do not intend to offer career, distance or online, or gifted education, nor are we affiliating with or offering programs through a college or university.

Section 5

PERFORMANCE MEASURES

A. CHARTER ACCOUNTABILITY

As described in Section 1, WWCS has set forth a variety of goals and objectives through which the Governing Board will track the overall progress of the school and the implementation of the school's mission and vision. These include mission specific goals, performance standards goals, and long-term objectives.

Measure	Metric	Council Goal
MISSION SPECIFIC GOALS		
Offer a Waldorf education	Within 3 years of hire date, all teachers will be pursuing Waldorf certification and will be evaluated yearly on their integration of Waldorf interdisciplinary curriculum into their classroom.	95%
"Hands-On" Experiences	All classes in all grades will include hands-on experiences, extended learning opportunities and service learning opportunities that relate to the academic content. These will be noted in teacher's lesson plans and reviewed by administration as part of teacher evaluations.	95%
Integrated arts into core academic subjects	All core subject matter presented in each teacher's daily main lesson block will include integration of the arts through drawing, painting, drama, music, etc. Core academic subjects will be effectively and creatively presented. This will be verified by regular assessments of teachers and evaluating formative assessment data.	95%
Development of each individual child's intellect, social and emotional awareness and physical abilities	Formative assessment measures will regularly be used to track each child's progress in intellectual and academic tasks, social and emotional awareness and communication, and physical coordination and skills.	95%
CHARTER PERFORMANCE STANDARDS GOALS		
Maintain sound financial practices	WWCS's Executive Director, Business Administrator, and a member of the Governing Board will attend all USOE financial trainings. Further, a review of WWCS's financial documents will demonstrate: (1) no audit issues; (2) a low debt ratio and having assets on hand	90%

	within 3 years of opening; (3) adherence to the budget approved by the Governing Board; and (4) occupancy costs limited to less than 22 percent of total revenue. WWCS will qualify for a bond to purchase facility/facilities within five years.	
Quality, certified teachers	Teachers will be fully qualified based on State standards within 3 years of hire and Waldorf certified within 4 years of hire	90%
Ensure sound governance practices	Review of Governing Board meeting minutes will demonstrate: (1) accurate, complete and timely reports have been filed, (2) all Governing Board Members have passed background checks, (3) regular training and development for Governing Board (including completion of all USOE board training modules) is occurring, and (4) governing by-laws are being followed.	90%
LONG-TERM OBJECTIVES (5-10 YEARS)		
Recognition of educational success by community and prospective families	90% student re-enrollment and waiting lists for WWCS lottery.	95%
Well-trained and effective faculty, implementing full-Waldorf curriculum	All teachers will be Waldorf certified and demonstrate success in evaluations. Full-time specialty teachers will be in place for all desired subjects. All teachers actively participating in annual professional development.	95%
Families involved and participating in WWCS community.	High attendance at school events: festivals, orientation meetings, classes, parent-teacher conferences. All families engaging in some volunteer work with school.	90%
Expansion of programming	Alternative programs developed and offered through WWCS (preschool, classes, etc.) are fully enrolled and engaging community beyond families of students currently at WWCS.	90%

B. ASSESSMENT

In addition to these over-arching goals, WWCS intends to track the progress of individual students and student cohorts to ensure academic growth is occurring within the school. The specific goals for student achievement are set forth below.

Mastery scores on curriculum-based assessments will be at or above the State Average for all SAGE tests administered in grades 3 and above, with special education students' goals and mastery determined by IEP. The DIBELS will be used for assessing the acquisition of early literacy skills from 1st through 6th Grade and DIBELS Math, which is directly aligned with the Utah Core standards in Mathematics, will also be used. It is expected that 60% of students in grades 2 and above will perform on grade-level on DIBELS on the year-end testing, with that number rising to 75% for grade 3. Formative and summative assessments from the supplemental mathematics curriculum, Singapore Math or Everyday Math, may also be completed. In addition, it is expected that 75% of students in grade 5 and 85% in grade 8 will earn a passing score on the Directed Writing Assessment (DWA). Summative authentic assessment techniques such as student portfolios, projects, essays, and performances will also be emphasized in conjunction with objective curriculum-based summative assessments

Data is used to track student progress, assess and improve remediation and extension programs, and fine-tune classroom instructional practices as part of a Response to Intervention process utilizing research-based instructional interventions. Data from all such tests administered broadly to students is

disaggregated by the Assessment Coordinator in order to identify trends and gaps within the students' understanding. These results are discussed with administrators and teachers in Faculty Council meetings. Performance standards and assessments, as well as determination of successful student progress and attainment of outcomes for students with exceptional needs and English Learners, are defined appropriately on a case-by-case basis, according to their IEP and English proficiency levels. English Learner proficiency levels will be measured by the use of the WIDA-ACCESS Placement Test. English Learners will demonstrate reading and writing proficiency in English after 5 years of attending WWCS as determined by WIDA testing. The class teacher and paraprofessionals utilize research-based interventions to support students with exceptional needs and English Learners.

PROFICIENCY GOALS & TIMEFRAME FOR STATE REQUIRED ASSESSMENTS					
GRADE	DIBELS	SAGE ELA	SAGE Math	SAGE Science	DWA
First	40% (by 2018)	N/A	N/A	N/A	N/A
Second	60% (by 2018)	N/A	N/A	N/A	N/A
Third	75% (by 2019)	At or above State Average (by 2019)	At or above State Average (by 2019)	N/A	N/A
Fourth	N/A			At or above State Average (by 2019)	N/A
Fifth	N/A			75% (by 2018)	
Sixth	N/A			N/A	
Seventh	N/A			N/A	
Eighth	N/A			85%(by 2019)	

Utah Alternative Assessments (UAA) and Utah Academic Language Proficiency Assessment (UALPA) will be given as indicated by the students enrolled, and goals for their achievement levels will be set accordingly.

Formative Assessments: In addition to summative assessments mandated by the State of Utah, WWCS intends to partner with the Alliance for Public Waldorf Education and Dr. Robert Anderson, an education consultant, former Senior Assessment Specialist at WestEd, and administrator in the Standards and Assessment Division of the California Department of Education, to develop a formative assessment tool that will provide valid and reliable data on student progress across a variety of dimensions, including but not limited to social skills, classroom participation, physical and fine motor skills, communication skills, creative thinking, collaboration, emotional awareness, critical thinking, and academic understanding. This assessment tool will be directly connected to the standards for each grade and enable WWCS teachers to regularly assess students, analyze and document their progress on a variety of measures, identify areas in need of improvement or intervention, adapt instruction accordingly, and report accurately and consistently to faculty, parents, and the State on student progress.

More details on the development and use of this assessment tool to track student growth are included above in Section 4. Data to complete the formative assessment will be collected each trimester. The sources for data will vary based on the item being assessed. The types of data to be collected for each item and the method of collection will be specified on the Formative Assessment Tool and correlated with the Curriculum Guides. For example, objectives for student writing may be assessed through teacher evaluation of students' written work; objectives for reading may be assessed by the administration of DIBELS or another reading assessment; objectives for social skills may be assessed through recorded teacher observations during Community Of Caring activities; and objectives for physical skills may be assessed through the PE teacher's observations during specialty periods. For

each objective students will be ranked as “Not Observed,” “Emerging,” “Proficient”, or “Exceeds Expectations.” WWCS’s goal is that across the various dimensions included in the Formative Assessment Tool, 70% of students in grades 2-4 and 80% of students in grades 5-8 will be measured as “Proficient” and/or be meeting the targets described in their IEPs.

The data collected through this assessment tool and the use of portfolios and teacher observations are used to supplement and augment data collected through state mandated formative and summative assessments and teacher-administered summative assessments given at the completion of Main Lesson blocks. All data is regularly reviewed by teachers and the Executive Director and/or Pedagogical Director as part of regular teacher evaluations. By compiling student portfolios, formative assessment data, and summative scores, WWCS intends to provide a broad and detailed accounting of student development and needs. In addition, if some Utah Core standards are be decelerated in our curriculum, the use of these tools is valuable in providing data demonstrating where foundations are being built and capacities developed that support future academic success and deeper understanding.

Individual Student Portfolio: In addition to the objective measures of student achievement, student portfolios include samples of the students’ main lesson books, projects, pieces of art, and practice papers. WWCS student portfolios evidence academic achievement in core academic areas and the Utah Core Curriculum standards. Portfolios are assessed according to school-wide rubrics, with input from the class teacher and Subject Specialists across content areas. Teachers also write Narrative Reports to add to the Portfolios and provide parents with an analysis of the summative and formative assessments conducted throughout the year.

Readiness Assessments: Readiness assessments for 1st Grade and 2nd Grade will measure physical, cognitive, social, and emotional development. The Kindergarten and 1st Grade teachers will prepare the child for the 1st and 2nd Grade readiness assessments and conduct ongoing observation and informal assessment of student readiness throughout the year. In late spring, a team of teachers from the Kindergartens and grades will conduct the assessments. These readiness assessments are an evaluation of the child as a whole, based both on the teachers’ observations of the child’s developmental changes throughout the year, and on a series of exercises. Children enjoy this assessment time with the teacher team, seeing it as a grand series of games to play.

The 1st Grade Readiness Assessment helps teachers and parents determine when students are ready to move on from Kindergarten to 1st Grade. The 1st Grade Readiness Assessment measures fine and gross motor skills; visual, tactile and auditory development; speech, language, and cognitive development; social and emotional integration; and other aspects of early childhood development. The need for this assessment is based on the fact that our 1st Graders’ learning experience requires significantly different developmental readiness than our Kindergarten program. Much of our grades curriculum is delivered through the teachers’ rich oral presentation of international and multicultural myths, histories, and biographies. Students deepen their learning of this material by listening, and then being able to recreate what they have learned orally, artistically, and in writing. This means that our students, beginning in 1st Grade need to be able to sit and focus quietly for extended periods of time during listening and seatwork activities, such as writing and illustrating.

The 2nd Grade Assessment is focused on evaluating students’ motor-sensory development as a basis for continued academic learning. Areas evaluated include fine and gross motor skills; bodily coordination, such as crossing the midline, rhythm (which incorporates hearing and timing) and hand-

foot coordination; and balance and spatial and temporal orientation. These assessments provide data that informs future instruction including needed physical-spatial exercises and improves remediation and extension programs.

Student Proficiency: Student proficiency will be assessed on an interim basis (based on the trimesters) using the WWCS Formative Assessment. Because this tool details the skills and objectives for each grade level in all subjects, including mathematics, language arts, and science and the tools available to assess each skill, it will be the primary indicator of which students are meeting grade-level proficiency. This tool will incorporate results from mid-year DIBELS and other on-going assessments. End-of-the-year SAGE tests will also be examined to indicate student proficiency when viewed in conjunction with these on-going formative assessment measures.

Tracking of Data: WWCS uses the computer-based USOE data display and USOE Gateway to maintain achievement data. The state supported SIS (Student Information System) is used. This system allows for pre-print ordering and coordination with USOE on computer based state testing. Training on SIS is given to all teachers, paraprofessionals, and secretarial staff by the Assessment Coordinator. It is important for multiple record keeping functions at the school and needs to be accurate in order for the data display at USOE to be accurate. SIS may also be used for discipline tracking.

The Executive Director coordinates with the Pedagogical Director and Assessment Coordinator to ensure teachers have access and training on USOE data display and usage. Annually, trainings are dedicated to data analysis and its use in informing instructional adjustments. Faculty Council meetings regularly look at assessment data gathered from student portfolios, teacher observations, and formative and summative assessments in order to identify specific skills that may need remediation and/or enhancement. Assessments are used to inform instruction and learning. The Executive Director and Pedagogical Director are responsible for ensuring that assessment data is understood by all faculty members and arrange for needed trainings. The Executive Director regularly reports student achievement to the Governing Board.

Student Advancement and Graduation: WWCS believes that students of all cognitive, academic, social and emotional levels of development should be educated, to the extent possible, with their own age peer group, allowing individual needs to be met through differentiated instruction. Further WWCS's educational philosophy honors slower starts and individual growth allowing students in the earlier grades to continue to advance based on individual needs.

Grade advancement at WWCS will be based on adequate progress across the various dimensions that are regularly being assessed and an evaluation of the student's best interests. Class teachers will evaluate student progress at the end of each year and make recommendations for advancement. In particular, they will include student growth on formative and summative tests, observations of classroom behavior, physical abilities and social skills, review of student attendance and student portfolio work, and consultations with specialty teachers. Only in extreme circumstances and after full review by the Faculty Council and consultation with parents will a student be recommended for retention or acceleration. Students with Individualized Education Plans (IEP) will be evaluated based on the criteria set forth in their IEP's.

C. We do not intend to serve a large proportion of educationally disadvantaged students.

While WWCS anticipates that its educational program and methods of instruction will have a particular appeal to educationally disadvantaged students and intends to provide high quality opportunities to these subgroups, WWCS will not specifically recruit and does not anticipate enrolling a larger population of these students than the percentage at surrounding schools. Should WWCS's population of students with special needs exceed the anticipated threshold of 10% of the total student population (as described in Section 3) WWCS may seek to work with the State Office of Education on approving the use of an Additional Measure of Comprehensive Performance.

Section 6 GOVERNANCE

A. WWCS FORMATION

History

WWCS arose from an interest in and experience with the beauty, effectiveness, and innovation of Waldorf education. Having experienced this education as students, teachers, parents, and academics, interest was generated among founders in making this educational methodology available to students in the Salt Lake Valley in Utah. Because the founders believe deeply in the importance of public education and the need for alternative methods of education to be broadly available to all students, regardless of socioeconomic status or ability, and because the Waldorf method has proven an effective model for over 60 public charter schools in other states, a decision was made to seek approval from the USOE to form a Waldorf charter school in Utah.

Members of the WWCS Governing Board were recruited by Emily Merchant and Krystelle Rose following their attendance at the USOE mandatory charter application training in October of 2013. From these interested individuals, the WWCS Governing Board and related committees were formed to work on the application and school formation process.

The WWCS Governing Board is the governing body of WWCS, Inc. Wasatch Waldorf Charter School, Inc. is a non-profit entity incorporated in the State of Utah and is currently seeking 501(c)(3) status from the IRS. It was officially formed in 2014 to oversee the process of applying to the Utah State Charter School Board for approval of a charter school operational agreement and the related process of founding a Waldorf methods charter school in Utah. At this time and in the future, this organization's mission and purpose is solely to found and govern WWCS.

In the future, the WWCS Governing Board may oversee the creation of a foundation for fund-raising purposes and to administer endeavors related to the mission of WWCS that will generate revenue streams for the school such as a preschool, parenting classes, arts classes, bookstore and sales from a community garden and farm.

Articles of Incorporation & Bylaws

Below are the Articles of Incorporation and by-laws for WWCS as adopted on March 8, 2014. The minutes from this and subsequent meetings in which Articles of Incorporation and Bylaws were amended are included in Attachment A.

Articles of Incorporation

The undersigned natural persons over the age of eighteen (18) years, acting as incorporators of a

nonprofit corporation under the Utah Revised Nonprofit Corporation Act, adopt the following Articles of Incorporation for said corporation:

ARTICLE I NAME

The name of this nonprofit corporation shall be Wasatch Waldorf Charter School, Inc.

ARTICLE II DURATION

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

ARTICLE III PURPOSES

(1) The Corporation is organized and shall be operated exclusively for educational and charitable purposes, including but not limited to the following:

- a. Organizing and operating a public charter school to educate students in Kindergarten through 8th grade using Waldorf education methods;
- b. Supporting and collaborating with other organizations, projects and initiatives that are organized and operated for similar purposes.

(2) To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.

(3) To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code of 1986 or corresponding provisions of any subsequent Federal tax laws (the "Code") and are consistent with those powers described in the Utah Revised Nonprofit Corporation Act, as amended.

(4) To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."

(5) 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 to the corporation and to make payments and distributions in furtherance of the purposes set forth herein.

ARTICLE IV VOTING MEMBERS

This corporation shall not issue shares of stock evidencing membership and shall have no voting members.

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 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;

(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 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;

(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 which are 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 here-in 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.

ARTICLE VI REGISTERED OFFICE & AGENT

The street address of the corporation's initial registered office is 1800 East Harrison Avenue, Salt Lake City, UT 84108. The name of the corporation's initial registered agent at said initial registered office is Emily Merchant who is a legal resident of the State of Utah.

ARTICLE VII INCORPORATORS

The names and addresses of the incorporators are:

Byron Harvison: 11092 Bob Lane, Sandy, UT 84092

Anne Cannon: 1647 Kensington Ave., Salt Lake City, UT 84105

John Hardy: 8663 West Equinox Circle, Copperton, UT 84006

Kim Haleck: 1437 Harvard Ave., Salt Lake City, UT 84105

Mairin Elmer: 158 West Thorneberry Way, Pleasant Grove, UT 84062

ARTICLE VIII GOVERNING BOARD

The number of Governing Board of the corporation shall be no less than five (5) and no more than nine (9), as fixed from time to time pursuant to the provisions contained in the corporation's Bylaws. The number of directors constituting the present Board of Directors is five (5), and the names and addresses of the persons who are to serve as directors until their successors are selected and qualified are: President: Byron Harvison, Vice President: Kim Haleck, Secretary: Mairin Elmer, Treasurer: John Hardy

ARTICLE IX LIMITATIONS OF 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. Further, the USOE Charter School Board, as the chartering entity for Wasatch Waldorf Charter School, nor the State of Utah, including any agency of the state, is liable for the debts or financial obligations of Wasatch Waldorf Charter School, Inc. or those persons or entities that operate Wasatch Waldorf Charter School.

ARTICLE X BYLAWS

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

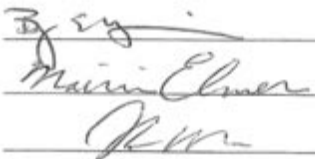
ARTICLE XI AMENDMENT OF ARTICLES OF INCORPORATION

These Articles of Incorporation may be amended at any time in any manner which is permissible under the laws of the State of Utah; provided, however, that these Articles of Incorporation shall in no event be amended in any manner so as to change this corporation from a nonprofit corporation to a corporation organized or operated for pecuniary profit; nor shall the Articles of Incorporation be amended so as to make the purposes of the corporation inconsistent with the purposes as specified in Article III herein.

ARTICLE XII DISSOLUTION

This corporation does not contemplate pecuniary gain or profit to the directors thereof, and it is organized solely for nonprofit purposes. In accordance with UCA §§ 53A-1a-517 and 53A-1a-510.5, upon the winding up and dissolution of the corporation, assets held pursuant to written conditions or limitations must be disposed of in accordance therewith. Upon the winding up and dissolution of this corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Utah Charter School Board, a governmental body established pursuant to UCA § 53A-1a-501 for a public purpose. Any funds or assets not so disposed of shall be disposed of by the district court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations as said court shall determine that are organized and operated exclusively for such purposes. The corporation itself is liable for its own debts; Neither the Utah Charter School Board, nor the State of Utah, or any subdivision thereof, is liable for the debts or financial obligations of the corporation or persons or entities that are agents or employees of the corporation.

In Witness Whereof, the undersigned have executed these Articles of Incorporation in duplicate this 8th day of March 2014, and say: That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; that they all agree to be incorporators and board members; that they know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.



Maria Elmer



J. H. Hahnel

Bylaws

WASATCH WALDORF CHARTER SCHOOL, INC. BYLAWS

ARTICLE I Name & Purpose

SECTION 1.1: Name. The name of the organization is **Wasatch Waldorf Charter School, Inc.** (the "corporation").

SECTION 1.2: Purpose. The corporation was formed to manage, operate, guide, direct and promote a Utah Public Charter School. The corporation is organized under the Utah Revised Nonprofit Corporation Act (the "Act") for public purposes and is not organized for the private gain of any person.

ARTICLE II Members

SECTION 2.1: No Members. The corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Governing Board. All rights which would otherwise by law vest in the members shall vest in the board.

ARTICLE III Meetings of Governing Board

SECTION 3.1: Annual Meeting. The Governing Board of the corporation shall hold an annual meeting

for the purposes of organization, selection of Directors and officers, and the transaction of other business.

SECTION 3.2: Regular Meetings. Regular meetings will be held as often as the Governing Board determines is appropriate. Regular meetings of the Board, including the annual meeting, shall be held on such dates and at such times and places as may be from time to time fixed by the Board and in accordance with SECTION 3.5. Typically, the Governing Board will meet monthly from August–May.

SECTION 3.3: Special Meetings. Special meetings of the Board for any purpose(s) may be called at any time by the President of the Board, the Secretary, or one-third of the members of the Board.

SECTION 3.4: Notice. Special meetings of the Board and regular meetings that are held other than at the regularly scheduled time or place may be held only after each Governing Board Member has received twenty-four (24) hours' notice given personally or by telephone, e-mail or other similar means of communication.

SECTION 3.5: Open Meetings. In conducting board and committee business and holding meetings the Governing Board will ensure compliance with the Utah Open and Public Meetings Act (UCA § 52-4-201).

ARTICLE IV Governing Board Members and Duties

SECTION 4.1: General Powers. Subject to the limitations of the Act, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), company, councils or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may, subject to contractual obligations as may exist, rescind any such assignment, referral or delegation at any time.

SECTION 4.2: Specific Powers. Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

4.2.1: To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;

4.2.2: To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefore which are not inconsistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;

4.2.3: To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;

4.2.4: To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;

4.2.5: To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

4.2.6: To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;

4.2.7: To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and

4.2.8: To carry out such other duties as are described in the Charter.

SECTION 4.3: Governing Board Role, Size, Composition. The Board is responsible for overall policy and direction of the school and delegates responsibility for day-to-day operations to the Executive Director. The Board may also establish other councils (including a Faculty Council and a Community Council) and committees to assist in the policy and operations of Wasatch Waldorf Charter School. The Board shall consist of no fewer than 5 and no more than 9 members. Board members shall receive no compensation other than reasonable expenses.

4.3.1: The composition of the Governing Board Members, upon the opening of Wasatch Waldorf Charter School, shall be: 5 standing members serving four-year, staggered annually reviewed terms and 4 member representatives serving two-year, staggered terms.

SECTION 4.4: Quorum. A quorum consists of a majority of the current Governing Board. Every act or decision done or made requires a majority vote of the Board present at a meeting duly held at which a quorum is present. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Governing Board Members, if any action taken is approved by at least a majority of the required quorum for such meeting. Notwithstanding the foregoing, the provisions of UCA §16-6a- 825 shall apply.

SECTION 4.5: Terms. The standing members of the Governing Board shall serve four-year, staggered terms.

4.5.1: The initial (founding) Board will serve either a two-year or the full four-year term, beginning on October 1, 2014 when application has been made to the USOE for charter approval. Those serving four-year terms will consist of the President, Secretary and Treasurer. Those serving two-year terms will include the vice-president and all other Governing Board members. All standing Governing Board members subsequently elected shall serve annually reviewed four-year terms and are eligible for re-election.

4.5.2: The member representatives on the Board shall serve two-year, staggered terms, except for in the first year of operations, when two member representatives will be elected to three-year terms.

SECTION 4.6: Resignation & Removal. Resignation from the Board must be in writing and received by the Secretary. The resignation is effective upon receipt or at the time specified in the writing. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Governing Board Member may be removed with or without cause by the vote of two-thirds (2/3) of the remaining Governing Board Members.

SECTION 4.7: Vacancies. Vacancies on the Board will exist: (1) on the death, resignation, or removal of any Governing Board Member; or (2) when the term of a current Governing Board Member has expired. A Governing Board Member elected to fill a vacancy created by the death, resignation, or removal of a Governing Board Member shall be elected to fill the unexpired term of his/her predecessor in office.

SECTION 4.8: Governing Board Elections. In order to fill a vacancy of member on the Board, the Board will solicit applications from the school community or members of the community at large. The Board may then elect a candidate to fill the vacancy. Governing Board Members will be elected by the vote of a majority of the remaining members of the Board. Governing Board Members elected to fill the seats of Board members whose terms have expired shall be elected at the annual meeting of the Governing Board.

SECTION 4.9: Fees and Compensation. Governing Board Members shall not receive compensation for their services; however, the Board may approve the reimbursement of a Governing Board Member's actual and necessary expenses incurred in the conduct of the corporation's business.

SECTION 4.10: Standard of Care

4.10.1 A Governing Board Member shall perform all duties of a Governing Board Member in good faith, in a manner such Governing Board Member believes to be in the best interests of the corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

4.10.2 In performing the duties of a Governing Board Member, a Governing Board Member may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by: (i) one or more officers or employees of the corporation whom the Governing Board Member believes to be reliable and competent in the matters presented; (ii) legal counsel, independent accountants or other persons as to matters that the Governing Board Member believes to be within such person's professional or expert competence; or (iii) a committee of the Board upon which the Governing Board Member does not serve as to matters within a designated authority, provided the Governing Board Member believes that the committee merits confidence and the Governing Board Member acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

ARTICLE V: Officers

SECTION 5.1: Officers. The officers of the corporation shall be President, Secretary, and Treasurer. All officers must be Governing Board Members of the corporation. The corporation may also have, at the discretion of the Board, one or more Vice Presidents, one or more Assistant Secretaries, one or more

Assistant Treasurers, and such other officers as may be elected or appointed. Any number of offices may be held by the same person.

SECTION 5.2: Election. The officers of the corporation shall be chosen at the annual meeting of the Board by and shall serve at the pleasure of the Board and shall hold their respective offices for the length of their current term until their resignation, removal or other disqualification from service, or until their respective successors shall be elected. Board members may serve as various officers during their term, but not in the same position for more than one consecutive term.

SECTION 5.3: Subordinate Officers. The Board may elect, and may empower the President to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

SECTION 5.4: Removal. Any officer may be removed, either with or without cause, by the Board at any time.

SECTION 5.5: Resignation. Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; the acceptance of such resignation shall not be necessary to make it effective.

SECTION 5.6: Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

SECTION 5.7: President. The President shall preside at all meetings of the Board and shall exercise such powers and duties as the Board may prescribe from time to time.

SECTION 5.8: Vice Presidents. In the absence or disability of the President, the Vice President(s), if any are appointed shall, in order of their ranks as fixed by the Board or, if not ranked, the Vice President designated by the Board, perform all duties of the President and, when so acting, shall have all the powers of, and subject to all the restrictions upon, the President. The first Vice President shall have responsibility for maintaining Governing Board Agreements and Board Books, overseeing the professional development activities of the Board, conducting recruitment and orientation of new Board members and have such other powers and perform such other duties as the Board may prescribe from time to time.

SECTION 5.9: Secretary. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of

Utah, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses.

SECTION 5.10: Treasurer. The Treasurer of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Governing Board Member. The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse, or cause to be disbursed, the funds of the corporation as may be ordered by the Board, and shall render, or cause to be rendered, to the Governing Board Members, upon request, an account of all transactions as Secretary or President and of the financial condition of the corporation. The Treasurer shall have such powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE VI Indemnification

SECTION 6.1: Indemnification of Governing Board Members and Corporation Agents. The corporation hereby declares that any person who serves at its request as a Governing Board Member, officer, employee, or member of any committee, or on behalf of the organization as a trustee, Governing Board Member, or officer of another organization, whether for profit or not for profit, shall be deemed the corporation's agent for the purposes of this Article and to the extent allowed by law, shall be indemnified by the corporation against expenses (including attorney's fees), judgment, fines, excise taxes, and amounts paid in settlement actually and reasonably incurred by such person who was or is a party or threatened to be made a party to any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative by reason of such service, provided such person acted in good faith and in a manner he reasonably believed to be in the best interest of the corporation and, with respect to any criminal action or proceedings, had no reasonable cause to believe his conduct was unlawful. Except as provided in Article VI, Section 3, below, termination of such action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not of itself create either a presumption that such person did not act in good faith and in a manner which he reasonably believed to be in the best interest of the corporation or, with respect to any criminal action or proceeding, a presumption that such person had reasonable cause to believe that his conduct was unlawful.

SECTION 6.2: Indemnification Against Liability to the Corporation. No indemnification shall be made with respect to any claim, issue, or matter as to which a person covered by Article VI, Section 6.1. shall have been adjudged to be liable for negligence or misconduct in the performance of his/her duty to the corporation unless and only to the extent that the court in which such action, suit, or proceeding was brought shall determine upon application that, despite the adjudication of the liability, but in view of all the circumstances of a case, such person is fairly and reasonably entitled to indemnification for such expenses which such court deems proper.

SECTION 6.3: Indemnification of Criminal Actions. No indemnification shall be made in respect of any criminal action or proceeding as to which a person covered in Article VI, Section 6.1. shall have been adjudged to be guilty unless and only to the extent that the court in which such action or proceeding was brought shall determine upon application that, despite the adjudication of guilt, but in view of all the

circumstances of the case, such person is entitled to indemnification for such expenses, or fines which such court shall deem proper.

SECTION 6.4: Period of Indemnification. Any indemnification pursuant to this Article shall: (a) be applicable to acts or omissions which occurred prior to the adoption of this Article, and (b) continue as to any indemnified party who has ceased to be a Governing Board Member, officer, employee, or agent of the corporation and shall inure to the benefit of the heirs and personal representatives of such indemnified party. The repeal or amendment of all or any portion of these Bylaws which would have the effect of limiting, qualifying, restricting any of the powers or rights of indemnification provided or permitted in this Article shall not solely by reason of such repeal or amendment, eliminate, restrict, or otherwise affect the right or power of the corporation to indemnify any person, or affect any right of indemnification of such person, with respect to any acts or omissions which occurred prior to such repeal or amendment.

SECTION 6.5: Advances of Costs and Expenses. The corporation may pay costs and expenses incurred by a Governing Board Member, officer, employee or agent in defending a civil or criminal action, suit or proceeding, in advance of the final disposition of the action, suit or proceeding upon receipt of an undertaking by or on behalf of the person that he or she shall repay the amount advanced if it is ultimately determined that he or she is not entitled to be indemnified by the corporation as authorized by these Bylaws.

SECTION 6.6: Personal Liabilities of Governing Board Members and Officers. No Governing Board Member or officer of the corporation shall be personally liable to the corporation for civil claims arising from acts or omissions made in the performance of his or her duties as a Governing Board Member or officer, unless the acts or omissions are the result of his or her fraud, or malicious or willful misconduct, or the illegal use of alcohol or a controlled substance.

Article VI Nondiscrimination

This policy states Wasatch Waldorf Charter School's position on discrimination. This policy applies to all Wasatch Waldorf Charter School employees, volunteers, members, clients, and contractors.

Wasatch Waldorf Charter School does not discriminate on the basis of race, creed, color, ethnicity, national origin, religion, sex, sexual orientation, gender expression, age, height, weight, physical or mental ability, veteran status, military obligations, and marital status.

This policy also applies to internal promotions, training, opportunities for advancement, terminations, outside vendors, organization members and customers, service clients, use of contractors and consultants, and dealings with the general public.

Article VII Conflict of Interest

Conflict of Interest will be addressed by the adoption of separate policies (not explicitly detailed in these bylaws) adopted by the Governing Board.

B. GOVERNING BOARD MEMBERS

WWCS is organized as a nonprofit corporation pursuant to the Utah Revised Nonprofit Corporation Act. Pursuant to its bylaws, a Governing Board of 5 to 9 members, referred to throughout this document as the "Governing Board," governs WWCS. At present, the Governing Board consists of a board of 5 to 9 members. Upon opening of WWCS the Governing Board will consist of a minimum of 5 standing members with up to 4 additional member representatives. Membership as a standing member on the Governing Board is determined by majority vote of the Governing Board. Standing members serve four-year terms that will be reviewed annually and member representatives serve two-year terms.

The Governing Board adheres to the philosophy that the ability of the school to carry out its mission and meet its goals depends heavily on the Governing Board's ability to provide strategic direction, select and support strong school leaders, and ensure the financial stability of the school. To accomplish this goal, members of the Governing Board should possess personal qualities that can be summarized as: (1) the ability to see the "big picture" and the conviction to set the proper course to achieve the WWCS mission; (2) the integrity to continually serve the interests and pursue the goals of WWCS; (3) knowledge of the school, its stakeholders, its organizational structure, and its managerial acumen; and (4) possession of a respectful and professional attitude toward colleagues.

In addition to the many duties/responsibilities of the Governing Board, one of its key responsibilities is to ensure WWCS is meeting and/or exceeding the benchmarks and goals established throughout this charter. As part of its charter, the Governing Board has established the goals listed previously in Section 5. These goals are related to Governing Board performance and stewardship.

Current Governing Board Members

The founders of WWCS represent a diverse group of experienced individuals who are committed to providing the best possible educational experience to students in Utah. We have adopted a collaborative approach to forming and managing the school, with the Governing Board, several committees formed under the oversight and authority of the Governing Board and comprised of Governing Board members and other Founding Members from the community, and an Executive Director. Together, these individuals form a group uniquely qualified to govern a charter school from start-up to operation. They offer years of experience in teaching, educational policy, board governance, business management, business finance, real estate, construction, accounting, policymaking, budgeting, law, strategic planning, and human resources.

Byron Harvison, Governing Board President: Deputy State Judge Advocate for the Utah National Guard, versed in Waldorf philosophy, experienced in management including leadership, budgeting, government contracting, and employment agreements.

Kim Haleck, Governing Board Vice-President: Trained in Waldorf "Lifeways" Program, worked in Waldorf Early Childhood Program in San Francisco, parent.

John Hardy, Governing Board Treasurer: Masters in Real Estate Development, experienced builder, contractor and realtor, completed substantial Master's research in Charter School Development and Finance.

Emily Thunberg, Governing Board Secretary: MBA, experienced business entrepreneur, former president of the Board for the Mundi Project, music teacher, versed in Waldorf philosophy.

Lisa Cannella, Governing Board Member: Entrepreneur, management, leadership, marketing, community out-reach.

Robert Macdonald, Governing Board Member: MA in Folk Lore, professor of English Composition, folk musician, certifying in Waldorf education.

Emily Merchant, Executive Director: MEd in Educational Administration expected December 2015, training in Waldorf education, experience in educational policy, law and analysis, arts teacher.

Members of Committees (Founders):

Tim McGaughy: MD, PhD, former director of Wasatch Mental Health, experienced researcher, teacher, psychiatrist, non-profit director, and former Waldorf parent.

Ellen McGaughy: Nutrition educator, former Waldorf parent.

Krystelle Rose: MA in Waldorf Education expected in 2016, teacher in Waldorf home-school cooperative, founder of the Utah Waldorf Council.

Jeffrey Merchant: JD, experienced attorney in administrative and employment law, state and federal government, small business owner with experience in human resource management and finance.

Gus Thunberg: Chemist and researcher.

Marla Macdonald: Current Waldorf preschool teacher and parenting class instructor.

Matthew Pardini: Trained Waldorf teacher, Waldorf parent, and business entrepreneur with marketing and web-development experience.

Alecia Murphy: Experienced financial manager and parent.

Ary Faraji: Researcher, scientist, supervisor of government agency, Waldorf parent.

Rebecca Pettersson: MA in Child and Adolescent Psychology, director of HOPE Interventions, 16 years work in schools and homes with children with special needs implementing Applied Behavior Analysis, professional parent and family coach in training.

Recruitment of Board Members

WWCS's Governing Board will conduct annual assessments of the members' participation, determine who will remain on the Council in the coming year, and recruit new members accordingly. Recruitment of members of the Governing Board will vary based on the needs of WWCS at the time of recruitment and whether WWCS is in formation and founding years or operational years. During the formative years, prior to WWCS opening and the first few years of operation, WWCS will specifically recruit individuals from the community that have experience and expertise in non-profit management, the law, real estate development, accounting and financial management, marketing, fund-raising, and education. Individuals will be recruited by Council members using various methods including Board Match forums, posting the Utah Non-profit Association's online position board, and notification of openings in the WWCS Community Newsletter/website/social media. In order to recruit, the Governing Board will prepare and give to interested parties a presentation about WWCS and a recruiting folder containing Board Agreements, brochure, current strategic plan, and Board Calendar.

In addition to the Governing Board, the governance of WWCS includes a Community Council and Faculty Council. These 2 bodies provide a consistent, formal means to ensure that teachers, staff and parents play an active role in the decision-making and strategic planning at WWCS.

Members of the Community Council will be recruited from the parents of students at WWCS and other interested community members. The Executive Director and the Community Outreach and

Development Coordinator at WWCS will also serve as permanent members of this Council. The Community Council exists to support the operations at WWCS, specifically by helping to coordinate volunteer opportunities, festivals and gatherings for families, on-going parent education, and fundraising. Members of the Community Council may serve two-year terms as representatives and fully participating members of the Governing Board.

Members of the Faculty Council will include the teaching staff at WWCS, as well as the Executive Director and Pedagogical Director. This council exists to promote quality teaching and to ensure that the efforts to meet individual student's needs are coordinated across the teaching and professional staff. In addition, the Faculty Council will regularly review assessment data, engage in professional development, and strategize on the day-to-day implementation of WWCS's mission and vision. The Executive Director will serve as an ex officio member of the Governing Board to ensure that the perspective of the teaching staff and the day-to-day needs of students and educators are well represented in the decisions of the Governing Board.

Background Information Sheets and Consent for Background Checks

See Attachment B for the full documents.

Responsibilities of Governing Board Members

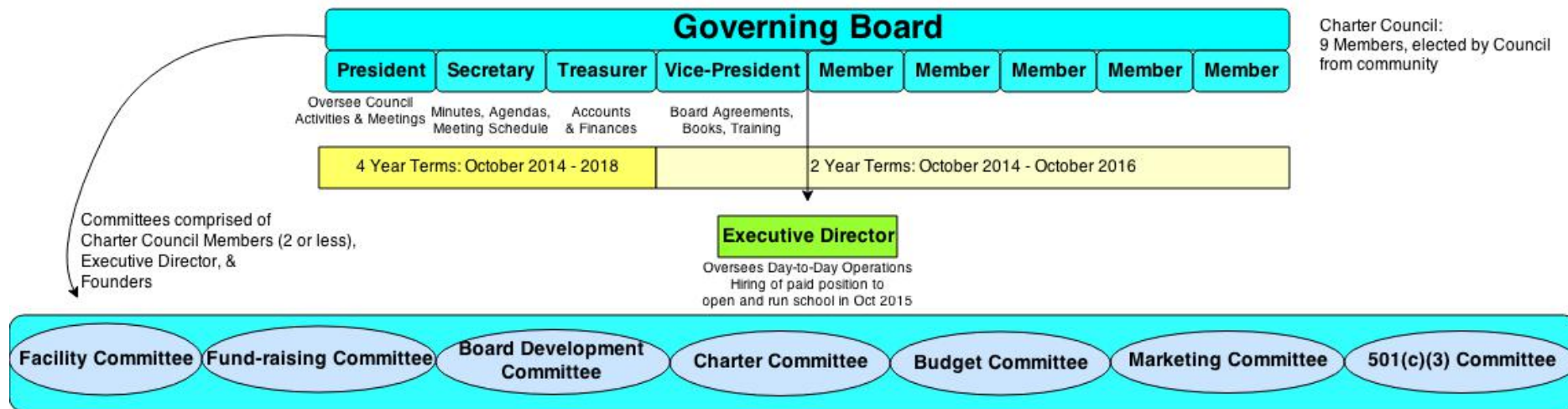
Because WWCS is a non-profit organization and public charter school, as described above, the Governing Board is the entity that is legally-obligated to oversee the organization's activities. Their primary functions involve:

- ensuring that the activities of the school align with its mission and vision;
- creating a strategic plan for the school;
- ensuring compliance with all relevant state and federal regulations;
- enacting and exercising oversight over the budget to ensure the responsible management of public funds;
- overseeing fundraising and marketing activities of the school;
- being responsible public servants who represent the school and community well;
- creating policies to guide the practices and procedures followed at the school; and
- hiring the Executive Director.

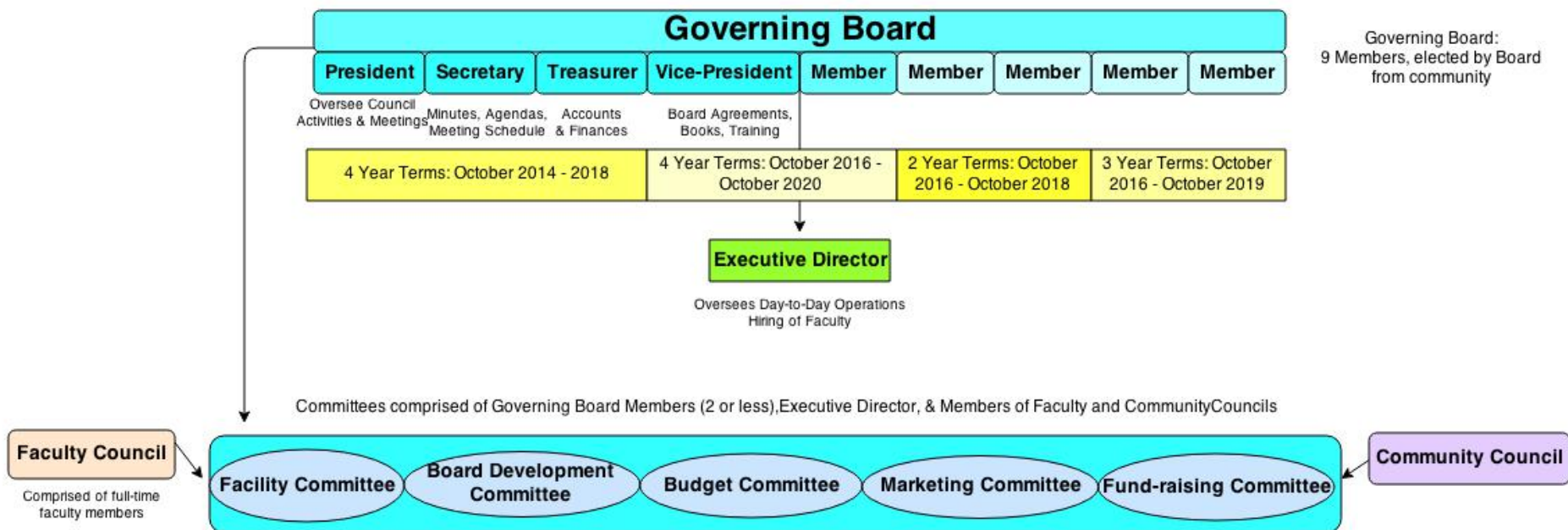
C. ORGANIZATIONAL CHARTS

Below are charts demonstrating the relationship of various individuals and councils at WWCS. The first shows the existing structure during the start-up and planning phase. The second demonstrates the way this governing structure will exist when WWCS opens. The third shows the entire school community from the Governing Board to all employees. The final chart is concerned with the structure of paid faculty and more clearly demonstrates the organization of the staff that will be hired to fill these roles.

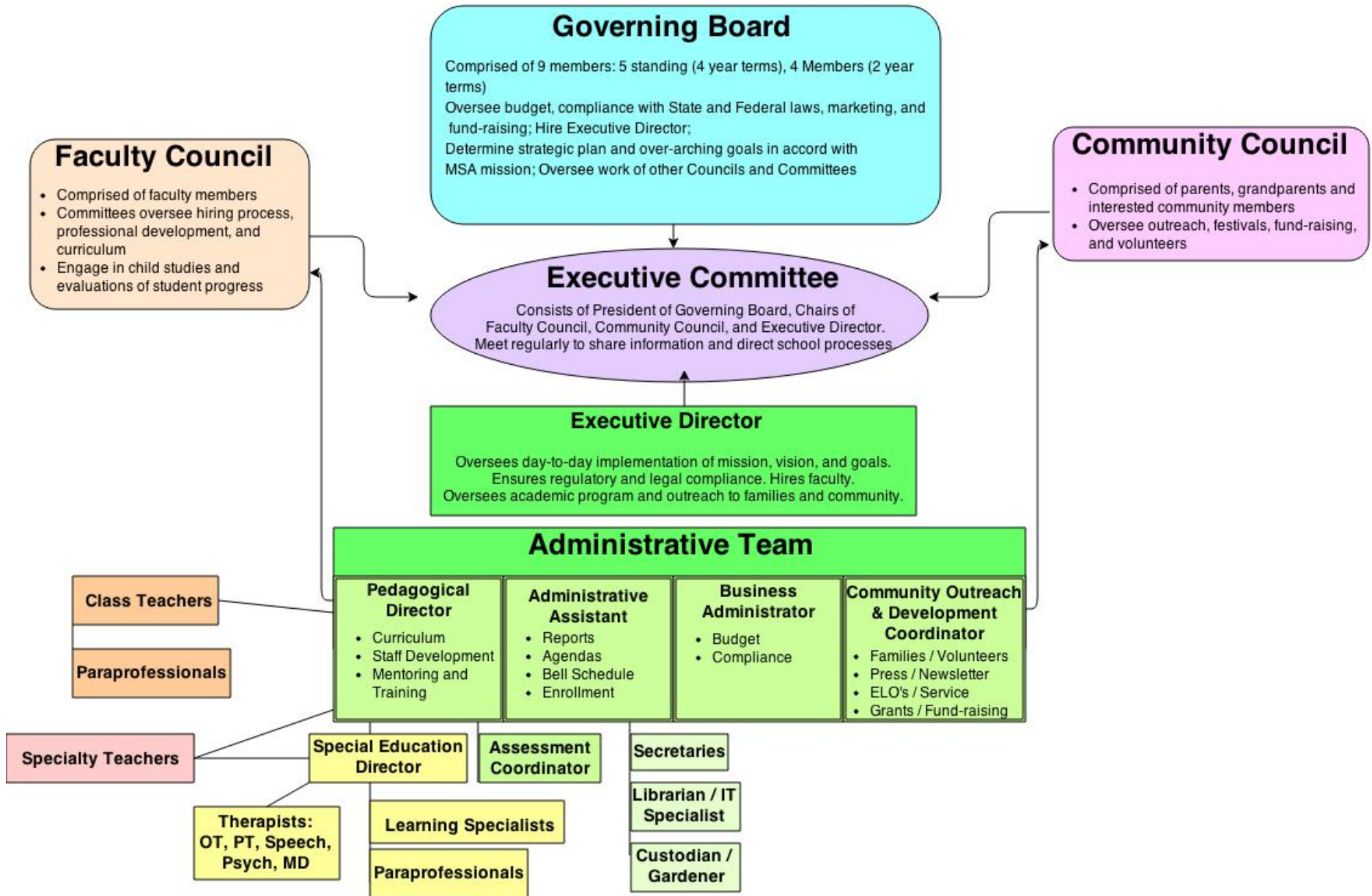
Wasatch Waldorf Charter School Current Council Structure



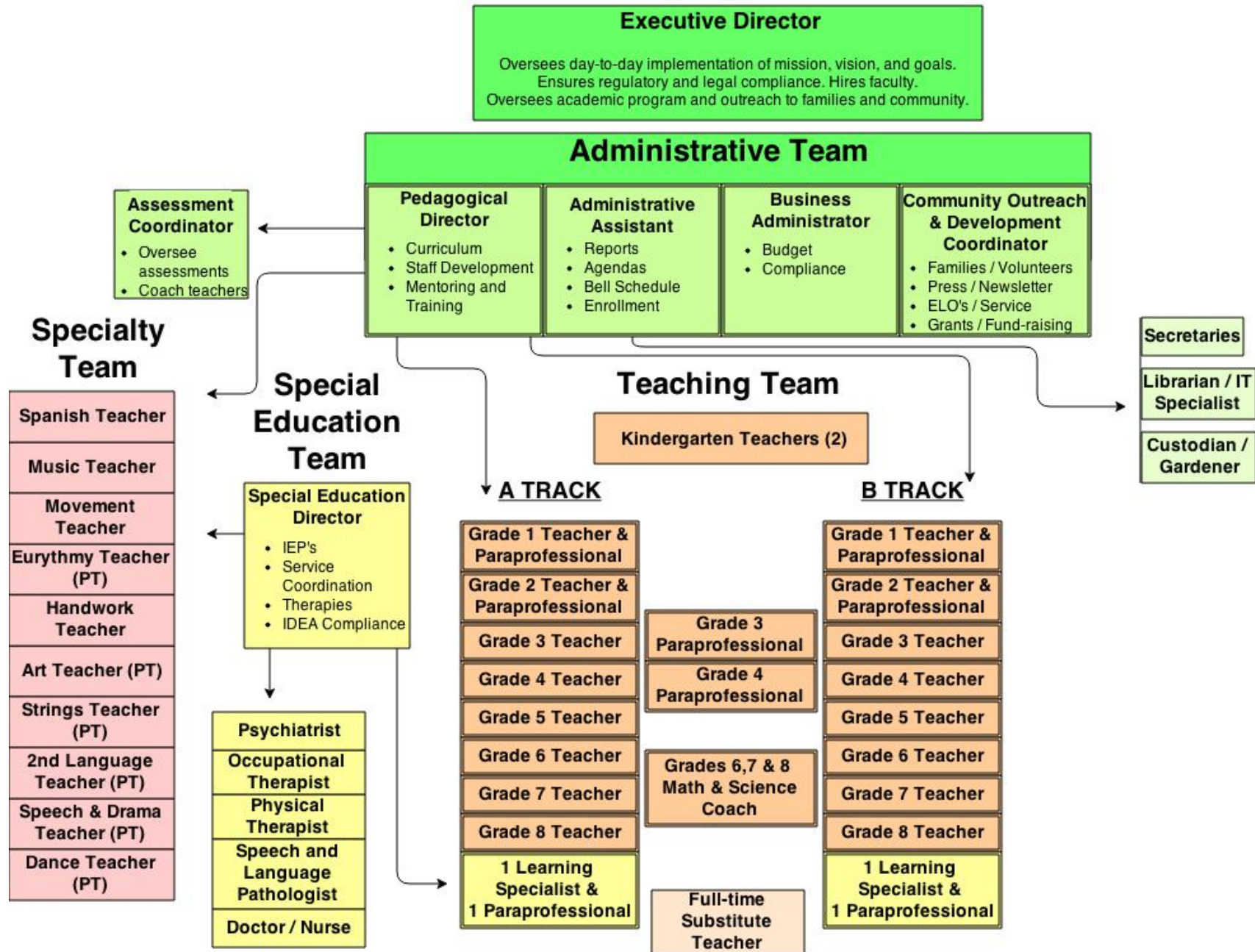
Operating Council Structure



Wasatch Waldorf Charter School School Community



Wasatch Waldorf Charter School Faculty Organization



D. ON-GOING DEVELOPMENT OF GOVERNING BOARD CAPACITIES

In order to ensure that members of the WWCS Governing Board are well-versed in their responsibilities, including: governing, oversight and strategic planning; sound and well-accounted financial management of public funds; compliance with all state and federal legal obligations; responsibility to represent the community's interests; and ensuring alignment of activities with the mission and vision of WWCS, the Governing Board has completed and adopted the following practices:

1. Training for Governing Board members by mentors from the Alliance for Public Waldorf Education at 2014 annual meeting and in-person and by conference call.
2. On-going professional development at monthly meetings, including adopting a discussion schedule that includes completion of all USOE board training modules by April 2015.
3. Training sessions in October 2014 and January 2015 by Tina Smith and Debby Llewelyn of the Utah Association of Public Charter Schools.
4. Preparation to submit background checks on all Governing Board Members and Executive Director by February 1, 2015.
5. Assurance of submission of Charter Application to USOE and relevant school districts on December 10, 2014.
6. Planned attendance and training of Executive Director at the Alliance for Public Waldorf Education annual meeting in January 2015.
7. Formation of a Board Development Committee to over-see and implement on-going professional development, creation of board member agreements and board books, and scheduling a strategic planning meeting for spring 2015.
8. Creation of a Board Calendar including, but not limited to:
 - a. Annual Budget Approval (for upcoming and previous year)
 - b. Review of Form 990
 - c. Governing Board Meetings
 - d. Committee Meetings
 - e. Target Dates for Executive Director Hiring and Evaluation Process
 - f. Review of Board Member Agreements & Conflict of Interest Forms
 - g. Annual Retreat (including review of mission, vision, charter, and goals)
 - h. 501(c)(3) submission
 - i. Application submissions for start-up funds
 - j. Application submissions for grants
 - k. Fund-raising events
 - l. Dates for completion of website and marketing materials
 - m. Dates for completion of facility-related events (see Section 8)
 - n. Board Trainings
 - o. UAPCS Conference (June 15 & 16)
 - p. Approval of Utah Consolidated Application (October)
 - q. School Trust Lands training videos and plan approval
 - r. Annual financial audit

As Governing Board members turn-over in coming years, it is intended that the practices of regular strategic planning and professional development will continue at monthly meetings. In addition, orientation meetings provided by the President and Executive Director along with the creation of Council member agreements and Council books will help to smooth the transitions and provide

education to incoming Governing Board members regarding their responsibilities and the mission and vision of WWCS.

Section 7

STAFFING

A. ORGANIZATIONAL STRUCTURE OF WWCS

The essence of Waldorf teaching, and truly all education, is found in relationships. True Waldorf schools emerge from the hearts and minds of the teachers: the heart which holds a picture of the developing child as an individual full of possibility and the mind enlivened by an ability to honor and nurture this potentiality through various methodologies and techniques.

Just as it is intended that students at WWCS will develop their ability to move and act, to feel and discern, and to analyze and think, the administration and teachers must bring their best thinking, feeling, and actions into being each day. The success of the Waldorf approach to education is not to be found in the curriculum or methods alone, but in the full commitment and intention of teachers and administrators who see, know, teach, connect with and inspire students.

As detailed in Section 6, WWCS is governed by a Governing Board that is responsible for the overall policy, direction and compliance of the school. The day-to-day operations are overseen by an Executive Director who is hired by and reports to the Governing Board. The Executive Director and Business Administrator both serve as ex officio members of the Governing Board. In addition to the Governing Board, there are 3 other key councils who oversee the organizational management of WWCS and work directly with a member of the Administrative Team. These include the Faculty Council (Pedagogical Director), the Community Council (Community Outreach and Development Coordinator), and the Executive Committee.

The Administrative Team (consisting of the Executive Director, Pedagogical Director, Business Administrator, and Community Outreach and Development Coordinator) also each have key administrative responsibilities to ensure the smooth and successful management of WWCS, as detailed below. Each administrator works with one or more of the Councils to help facilitate the day-to-day implementation of Council priorities. They also help to facilitate communication and coordination of efforts between the Councils. The Administrative Assistant, SPEDD, and Assessment Coordinator may often participate in Administrative Team meetings. The roles and responsibilities of each are well represented here.

<u>Governing Board</u>	<u>Faculty Council</u>
<p>Members: 11 total—5 “standing” members serving 4 year, staggered terms who are selected from qualified applicants; 2 “representative” members serving 2 year, staggered terms, plus 2 ex officio members (Executive Director & Business Administrator)</p> <p>Meetings: Monthly meetings subject to Utah Open Meetings Policies</p> <p>Responsibilities: Oversight, budget, legal compliance, strategic planning and ensuring mission</p>	<p>Members: Full-time teaching faculty and administrative staff of WWCS</p> <p>Meetings: Bi-monthly meetings on Friday afternoons</p> <p>Responsibilities: Quality teaching, professional development, curriculum development, hiring process, mentoring process, child studies & assessment of student learning and needs</p>

<p style="text-align: center;"><u>Community Council</u></p> <p><i>Members:</i> Up to 18 members of the WWCS community, including parents, grandparents, and interested community members, elected by entire WWCS community at annual meeting, plus Executive Director & Community Outreach and Development Coordinator</p> <p><i>Meetings:</i> Monthly meetings at WWCS</p> <p><i>Responsibilities:</i> Outreach, festivals, fund-raising, volunteer participation, parent/community education</p>	<p style="text-align: center;"><u>Executive Committee</u></p> <p><i>Members:</i> Governing Board President, Faculty Council Chair, Community Council Chair, Executive Director</p> <p><i>Meetings:</i> Bi-monthly meetings</p> <p><i>Responsibilities:</i> Coordinate efforts for effective school management, ensure relay of information and updates on work being undertaken by each Council</p>
<p><u>Administrative Team</u></p> <p><i>Executive Director:</i> Member of Governing Board, Faculty Council, Community Council & Executive Committee</p> <p><i>Pedagogical Director:</i> Member of Faculty Council</p> <p><i>Business Administrator:</i> Member of Governing Board</p> <p><i>Community Outreach and Development Coordinator:</i> Member of Community Council</p>	

In order to provide for clarity in roles and expediency in decision-making, WWCS will develop a differentiated decision-making paradigm that clearly articulates for each council/committee/administrator how decision-making will occur on various issues. Categories of decision-making will include (1) Administration makes the decision and then communicates its decision to faculty/community; (2) Administration solicits input from faculty/community and then makes a decision; (3) All members of faculty/community have an equal voice and discussion will occur until consensus is reached; and (4) Administration will delegate decision-making to the faculty/community. By providing clarity to all Councils on the scope of responsibility and involvement, true collaboration can occur and all members of the WWCS community will be empowered contributors to school decision-making.

Administrative Roles and Responsibilities

Executive Director: The Executive Director, as the day-to-day leader of the school, must be capable of embodying the school's vision, mission and goals and translating them into effective policies and procedures. The Executive Director is responsible for instruction and curriculum, personnel decisions and hiring, and budgetary and legal compliance. Specifically, the Executive Director will:

- Work with the Governing Board to ensure that all activities at WWCS are aligned with the mission and goals;
- Oversee the development and implementation of curriculum and assessment;
- Hire, supervise, and evaluate WWCS employees;
- Meet regularly with Faculty and Community Councils;
- Meet with parents of WWCS students, students, and community leaders to advance the school's goals;
- Oversee student enrollment process and development of class schedules;
- Periodically teach students;
- Work with the Business Administrator and the Governing Board to adhere to budget guidelines and administer budget;
- Work with the Assessment Coordinator to maintain and report assessment data;
- Ensure compliance with all relevant State and Federal Regulations;

- Oversee facility maintenance and improvements;
- Coordinate fire and other drills and implementation of emergency procedures;
- Over-see all school-sanctioned fund-raising activities;
- Serve as ex-officio member of Governing Board;
- Regularly attend trainings provided by the USOE;
- Represent WWCS within the community; and
- Perform all other duties customary with the position.

The Executive Director will be hired by the Governing Board and report regularly to the Governing Board regarding the progress and status of WWCS. The Governing Board will seek to hire an Executive Director with the skills and abilities necessary to ensure the full success of WWCS.

In particular, the Governing Board will seek an Executive Director who:

- Holds an advanced degree (Master's or higher) in a relevant field of study (Education, Administration, Management, etc.) and has relevant experience in management and education;
- Is committed to the mission, vision and goals of WWCS;
- Has a demonstrated commitment to the principles of Waldorf education, e.g., training and/or certification in Waldorf education, experience working in a Waldorf school;
- Has a working knowledge of the relevant State and Federal regulations that will affect WWCS;
- Demonstrates sound judgment and decision-making skills;
- Possess excellent communication and relationship building skills;
- Is responsive to various stakeholders, such as State Charter School Board, faculty, parents, Councils, and students;
- Has a knowledge of Utah Core Curriculum, required assessments, and relevant pedagogical methods;
- Is organized, efficient, and hard-working; and
- Is capable of effectively hiring, managing, supervising and mentoring other staff.

Currently, the relevant responsibilities are being performed by WWCS's Executive Director, Emily Merchant (background information sheet is included in Attachment B.) The WWCS Governing Board will open the position of Executive Director to applicants, including Ms. Merchant, in October 2015. The Governing Board will interview all qualified applicants and hire an Executive Director, who best meets the qualifications above and demonstrates an ability to effectively lead WWCS, by December 2015. The Executive Director will begin work in January 2016 on a part-time basis to oversee the start-up of WWCS, as detailed in the timeline included in Section 8.

Pedagogical Director: The Pedagogical Director works with the Executive Director to ensure the quality of instruction at WWCS. This experienced teacher serves as a curriculum specialist to mentor and assist newer teachers in using Waldorf methods to teach the Utah Core Curriculum. Specifically, the Pedagogical Director will:

- Mentor teachers on the implementation of Waldorf curriculum and classroom management;
- Facilitate training and development opportunities for teachers;
- Meet weekly with teachers in team settings;
- Mentor and work with students;

- Work with teachers on the implementation of the Utah Core Curriculum;
- Assist, as needed, in the management program for classroom activities;
- Procure and facilitate the development of new curriculum and materials;
- Ensure the school's curriculum aligns with standards and WWCS goals; and
- Instruct students during class periods, as needed.

The Pedagogical Director will be hired by the Executive Director to provide instructional leadership and oversee the development and implementation of the curriculum, the training, development and mentoring of teachers, and student support services. Because teacher training is the key to effective implementation of the Waldorf curriculum, an experienced Waldorf teacher will be sought for this position. In particular, the Pedagogical Director should:

- Be a certified Waldorf teacher *and* an experienced Waldorf classroom teacher with a comprehensive knowledge of the methods, materials, practices, and development of the pedagogy, preferably with experience in teaching all grades;
- Have a firm understanding of how to teach the Utah Core through Waldorf methodologies;
- Have experience in the administration, interpretation and development of formative and summative assessments;
- Be skilled in building relationships with and supporting classroom teachers, students, and other members of the school community;
- Have experience in mentoring and/or evaluating teaching staff;
- Communicate effectively, both orally and in writing; and
- Be capable of identifying individual student needs, conducting student studies, and addressing student concerns.

Business Administrator: The Business Administrator's responsibilities will include oversight of the budget and accounting functions at WWCS as described in Section 8. The Business Administrator will be hired by the Executive Director, with approval from the Governing Board, to oversee the financial management and budget compliance responsibilities at WWCS. In particular, the Business Manager should:

- Have an advanced degree in a relevant field (e.g., Business Management, Accounting);
- Have experience in budgeting, accounting, and/or auditing;
- Demonstrate sound judgment;
- Be able to clearly communicate financial data to the relevant stakeholders;
- Have experience managing funds for a business, non-profit, school, or other large organization;
- Be committed to the long-term growth and sustainability of WWCS;
- Possess an understanding of relevant federal and state laws regarding the use of funds, accounting, and reporting.

Community Outreach & Development Coordinator: The Community Outreach and Development Coordinator will work with the Executive Director and the Governing Board to further WWCS's mission and goals by increasing awareness of the school and Waldorf methodologies, building a strong sense of community, ensuring adequate funding and over-seeing communications from WWCS. Specifically, the Community Outreach and Development Coordinator will:

- Build partnerships and facilitate learning opportunities in the broader community;

- Facilitate the inclusion of Expanded Learning Opportunities and Service-learning components into the WWCS curriculum;
- Oversee marketing activities;
- Promote WWCS in the press and the community;
- Work with Executive Director and Governing Board to develop branding and marketing campaign;
- Recruit students and families to WWCS;
- Maintain the WWCS website and other appropriate social media;
- Communicate with families about events and activities at school;
- Respond to electronic requests and inquiries;
- Network with various stakeholders and colleagues;
- Arrange tours and coordinate conferences;
- Serve as an administrative liaison to and member of the Community Council, and, as such, help coordinate festivals, outreach, fund-raising, community education, and volunteers;
- Write grant applications and oversee the allocation of grant funds;
- Work on other development and fund-raising objectives.

The Community Outreach and Development Coordinator will be hired by the Executive Director to oversee the public relations, community-building, and development efforts of WWCS. In particular, the Community Outreach and Development Coordinator should:

- Demonstrate a commitment to the mission and goals of WWCS;
- Be familiar with Waldorf education and methodologies;
- Have strong oral and written communication skills;
- Possess a working knowledge of website design and optimization, social media, and other electronic resources;
- Have experience in building partnerships;
- Understand the pedagogical basis of Expanded Learning Opportunities and Service-learning;
- Work well with other stakeholders and the public;
- Be capable of networking and building relationships on behalf of WWCS;
- Have experience in fund-raising, grant-writing and/or administration of funds;
- Possess excellent written communication skills; and
- Have a working knowledge of grants, development, and revenue streams available to educational institutions.

Assessment Coordinator: The Assessment Coordinator will work with the Executive Director, the Pedagogical Director, and class teachers to assist in the use of and administration of assessments at WWCS. Specifically, the Assessment Coordinator will:

- Oversee the administration of and effective use of formative and summative assessments;
- Provide training to teachers on the use and development of appropriate assessments;
- Help monitor, interpret, report and submit assessment data;
- Provide technical assistance in the use of assessment tools;
- Regularly attend trainings provided by the USOE; and
- Evaluate the fidelity of assessment tools being used at WWCS.

The Executive Director will hire the Assessment Coordinator to work with the Pedagogical Director to oversee the use of and development of formative and summative assessments at WWCS, including all state-mandated assessments. In particular, the Assessment Coordinator should:

- Have an advanced degree in a relevant field of study (e.g., Education);
- Have experience working with other teachers and students;
- Have a working knowledge of the effective development of and administration of both formative and summative assessments;
- Have experience in analyzing assessment data and utilizing it in the formation of an educational plan;
- Know how to maintain and report the relevant assessment data;
- Be able to mentor and assist teachers in the use of assessment;
- Have technical knowledge sufficient to manage the requirements of administering and tracking all assessment at WWCS; and
- Have an appreciation for the connections between the Waldorf curriculum and the Utah Core.

Administrative Assistant: The Administrative Assistant will work directly with the Executive Director in a supportive capacity. Responsibilities will include:

- Student enrollment and schedules,
- Submission of reports,
- Communications,
- Scheduling and organization of Council meetings, including agendas, and
- Other logistical functions.

Receptionists: The receptionists are in many ways the first impression and face of the school. As such, the receptionists' responsibilities include building personal relationships with students and parents, in addition to tracking attendance, answering phones, assisting students and teachers, and general secretarial duties that may be shared with the Administrative Assistant.

Librarian/IT Specialist: The Librarian/IT Specialist at WWCS will be charged with maintaining all print and digital media and resources. Responsibilities will include:

- Maintaining current library of resource and curriculum materials for teacher use;
- Acquiring texts for students in relevant areas of interest, including textbooks for mathematics and readers for language arts;
- Maintaining subscriptions to relevant educational periodicals and making them available to teaching staff;
- Ensuring that technical needs are being met within the school and offering technical assistance, as needed.

Maintenance Supervisor/Gardener: The Maintenance Supervisor/Gardener at WWCS will be responsible for maintaining the facility, including making repairs and caring for physical environment. In addition, the position will involve maintenance and oversight of the outdoor play-spaces and garden.

Teaching Roles and Responsibilities

Class Teachers: The classroom teacher's first responsibility is to connect to each child individually, so that from his/her understanding of each one, a wisdom about the needs of the whole class may develop. Classroom teachers at WWCS will work with a class of students in one particular grade (or 2 combined grades, based on enrollment numbers) for a given year and then follow these students through their advancement from 1st through 8th Grade, or a portion thereof.

Classroom teachers hold the primary responsibility for the delivery of the curriculum in an imaginative and meaningful way to students each day. They ensure that student learning and growth through the use of formative and summative assessments and adjust their teaching and provide additional resources as needed.

The Executive Director will be responsible for hiring all teachers, with the assistance of the Faculty Council, which will include designated members of the faculty including certified Waldorf teachers on staff and the Pedagogical Director. In hiring teachers, WWCS will follow applicable USOE standards. All of the school's teachers, paraprofessionals, aides and substitutes will be held to the appropriate standards for their positions. All WWCS teachers will have received a bachelor's degree at an approved higher education institution and will hold an appropriate license with areas of concentration and endorsements as approved by the USOE (See R277-510, R277-520, and R277-524) or shall be on track to complete the Alternative Route to Licensure (as provided in Rule R277-503). Because the training of teachers in the methodologies and pedagogy of Waldorf education is critical to the creating a true Waldorf education for students, emphasis will be placed on hiring experienced, certified Waldorf teachers.

A teacher at WWCS should:

- Have received at least a bachelor's degree at an approved higher education institution;
- Hold an appropriate license with all required endorsements as approved by the USOE or be on track to complete an alternative licensure within 3 years of hiring;
- Have received a certificate in Waldorf education or have experience as a teacher in a Waldorf school or demonstrate commitment to completing Waldorf teacher training within 4 years of hiring;
- Demonstrate a strong commitment to the mission, pedagogy and methods of Waldorf education;
- Possess a clear and demonstrable concern for the children to be taught;
- Have experience in teaching, with an ability to demonstrate excellence in the integration of arts, movement, and project-based learning into the classroom;
- Be able to differentiate instruction based on the needs of students;
- Understand how to use formative and summative assessment to inform teaching practice;
- Have excellent communication skills and an ability to work well with colleagues, administration, and parents;
- Be willing to seek additional training and certification, such as the requirements set forth in NCLB for "Highly Qualified" teachers; and
- Seek continual learning and self-development.

Special Education Director: The SPEDD will be a full-time teacher who works directly with students and helps to coordinate the school's special education program. Specifically, the SPEDD will:

- Oversee the development and implementation of IEP's;

- Mentor and coordinate with other special education teachers, aides, and classroom teachers to ensure the needs of special education students are being met;
- Coordinate with other professionals, including psychologists, occupational and speech therapists, doctors, and others;
- Regularly assess student progress;
- Ensure compliance with all relevant state and federal regulations and report accordingly;
- Help develop the budget and documentation necessary for students with IEP's to receive IDEA Part B funds; and
- Work directly with special needs students to support their development and learning goals.

The SPEDD will be hired by the Executive Director and should:

- Have a minimum of a Bachelor's degree in Special Education;
- Have experience working with special needs students in the school setting;
- Have a working knowledge of all relevant state and federal regulations regarding special education, including IDEA, ADA, and Section 504;
- Have experience over-seeing the IEP process;
- Possess clear written and oral communication skills;
- Be able to work well with other professionals, including psychologists, occupational and speech therapists, doctors, and other relevant specialists;
- Demonstrate a strong commitment to special needs students; and
- Have a working knowledge of and demonstrated commitment to the mission and pedagogy of WWCS.

Learning Specialists: Learning Specialists are teachers who work directly with special needs students, under the supervision of the SPEDD, to facilitate their academic progress and development. Learning Specialists:

- Provide services to special needs students as detailed in the students' IEPs;
- Develop expertise in working with students in a particular subject-matter, e.g., reading, mathematics;
- Provide remedial support and instruction to students identified through assessments;
- Help coordinate other therapies and supports for students, as needed; and
- Supervise paraprofessionals working as aides to students.

In addition to the qualifications for all teachers listed above, teachers who work in a special education capacity with students with disabilities will also have an Endorsement from the USOE and meet the qualifications outlined in IDEA and NCLB.

Teachers working with other demographic groups or special populations, such as ELLs, will also receive the appropriate endorsements as required by the USOE.

Specialty Teachers: Specialty subjects at WWCS will be taught by qualified classroom teachers and specialty teachers hired for their particular expertise. Specialty teachers will work with children from all grades in music, movement, and arts during additional periods of instruction each afternoon. In addition, specialty teachers are integrated into the special education program at WWCS, providing therapies and services to students as needed during morning lesson hours. WWCS intends to hire full-

time and part-time specialty teachers with education, training, and demonstrated expertise in the following areas. WWCS will also partner with artists and traveling teachers to provide some of the specialized instruction.

All Specialty Teachers will hold an appropriate license with all required endorsements as approved by the USOE *or* be on track to complete an alternative licensure within 3 years of hiring *or* teach under the supervision of a full-time teacher with the appropriate credentials *and* meet the hiring requirements for paraprofessionals (described below). In addition, preference will be given to hiring specialty teachers with Waldorf certification or previous experience with Waldorf education.

Paraprofessionals: Because maintaining a lower student-teacher ratio is critical in classroom management, differentiated instruction, and the building of relationships in the classroom, WWCS intends to hire a part-time paraprofessional to assist in each K–4th Grade classrooms during the morning Main Lesson Block. Paraprofessionals will assist full-time in all Kindergarten classes and part-time in all 1st and 2nd Grade classes, and part-time in both 3rd and 4th Grade classes. They will reinforce the teaching being done by the class teacher and work directly with students requiring additional assistance. In addition, a paraprofessional will be hired to assist each Learning Specialist in their activities throughout the day.

The Executive Director will hire all paraprofessionals and they will work under the supervision of a teacher or other licensed/certified professional. WWCS will follow state and federal guidelines in order to hire qualified paraprofessionals, including both instructional and classroom aides, for a program supported by Title I funds as outlined in R277-524.

In particular, paraprofessionals will:

- Have earned a secondary school diploma or recognized equivalent;
- Have completed at least 2 years (minimum of 48 hours) at an accredited higher education institution or have obtained an associates degree (or higher) from an accredited higher education institution;
- Have satisfied any state assessment regarding the ability to assist students in core courses under ESEA;
- Have a working knowledge of and commitment to the mission and pedagogy of WWCS; and
- Demonstrate skill in teaching and working with students of varying abilities.

B. STAFFING PLAN

Staffing Needs

Based on the target student population of 540, the pedagogical indications for quality instruction, and the preceding description of roles and responsibilities, the following table summarizes the staffing needs at WWCS and is reflected in the budget submitted under Section 8.

Position	Grades Taught	Quantity Needed	Position	Grades Taught	Quantity Needed
Executive Director	N/A	1	Kindergarten Teacher	K	2 (one for all day, one for two classes: morning and afternoon)
Pedagogical Director	N/A	1	Grades Class Teacher	1–8	16 (2 each per grade)

Business Administrator	N/A	1	SPEDD	K-8	1
Community Outreach & Development Coordinator	N/A	.5	Learning Specialist	K-8	2 (It is estimated that 10% of the 450-469 students will require special education services and that each learning specialist and the SPEDD can work with approximately 15 students)
Administrative Assistant	N/A	1	Para-professional	K-4	6 (2 each for grades 1 & 2, 1 each for grades 3 & 4)
Secretary	N/A	1.5	Para-professional	K-8 (special education)	2 (one to work with each Learning Specialist)
Librarian/IT Specialist	K-8	.75	Handwork Teacher	1-6	.5
Custodian/Gardener	N/A	1	Art Teacher	6-8	.5
Full Time Substitute	K-8	1	Music Teacher (Strings)	3-8	.5
Math & Science Coach	6-8	1	Music Teacher (Choral)	5-8	.5
Eurythmy Teacher	1-8	.5	Physical Education Teacher	1-8	1
Speech & Drama Specialist	1-8	.5	Dance Specialist	1-5	.5
Spanish Teacher	1-8	1	Second Language Teacher	5-8	.5

Recruitment of Teachers

Because WWCS is the first Waldorf charter school in the State of Utah, interested and qualified teachers will need to be recruited from a variety of sources. As indicated in the qualifications for teachers, preference will be given to candidates who are State Certified and/or Waldorf certified prior to their hiring. Teachers with an interest in Waldorf education and commitment to WWCS's mission and vision will be sought. WWCS intends to participate in a variety of activities to attract teachers that are a good fit, including, but not limited to:

- Posting positions through online boards at colleges that provide Waldorf teacher training, such as Antioch University and Rudolf Steiner College;
- Providing notice to existing Waldorf charter schools in other states of the positions available at WWCS;
- Hosting informational meetings for students in teacher certification programs at nearby colleges, e.g., U. of Utah, Utah State U., Westminster College, and Brigham Young U.;
- Hosting informational meetings about Waldorf education and WWCS for the community;

- Posting positions and regular updates on WWCS's development through social media and electronic job boards; and
- Involving hiring committee in soliciting applications from qualified individuals.

Based on the experience of other Waldorf Charter Schools, WWCS anticipates that the majority of its teaching staff will come from experienced teachers who are seeking an alternative educational environment in which to work and are drawn to WWCS based on the pedagogy and curriculum.

Hiring Practices

WWCS is committed to establishing a hiring process for employees that is both fair and effective in ensuring that the most qualified individuals are selected.

Advertising and Posting of Positions: Based on the qualifications outlined above, the Executive Director will post all job openings internally and externally, establish criteria for screening applications, determine which applicants to interview, and—with the Faculty Council—use proven and legally appropriate interview techniques to determine which candidates are the best match.

The Executive Director will approve faculty, staff, and administrative job descriptions for posting. An administrative assistant or secretary will post the positions on the school's Website, the Utah Department of Workforce Services' Jobs List, Craig's List, Waldorf today and other relevant public forums. These positions will also be highlighted in regular email to the parent community and in school newsletters. Often the job descriptions will include an opening and closing date of at least 30 days and sometimes up to 90 or more. However, positions will also sometimes listed as "open until filled."

Evaluation and Interviews of Job Candidates: The formal interview process begins when an applicant submits a resume and cover letter to the Executive Director. The Executive Director screens cover letters and applications for applicants of highest qualifications and best "mission-fit." The Executive Director will also notify applicants that (1) their application is under consideration, (2) they will be contacted if the school invites them to interview, and (3) they are invited to contact the school after one month's time to inquire about the status of their application.

Upon reaching the closing date and receiving an adequate number of applications, Executive Director and members of the Faculty Council who will work closely with the new hire, review the applicant pool and determine whom to invite for an interview. The interview process will begin with an evening session introducing all candidates to WWCS, inviting general questions, and providing a brief reception for candidates to meet one another and WWCS staff. Following this introduction, interviews and teaching demonstrations (faculty applicants only) will be scheduled.

Interviews include questions formulated by the interviewing team, which consists of the Executive Director and relevant members of the Faculty Council who will work closely with the new hire, subject matter experts, and other professionals. Interviewers receive copies of candidates' application materials. Interview questions ask candidates to describe themselves, their educational and professional background, reasons for their interest in WWCS, their philosophy of education, their ideal positions/roles, and their actions in job-related situations or tasks, such as guiding students who are off-task back on-task, assisting struggling students and their parents, formulating culminating assignments, collaborating with team members, communicating with stakeholders, interacting with

disagreeable people, etc. Interview questions remain consistent across candidates to provide a basis for comparison.

All candidates for a teaching position at WWCS will receive and be expected to review a copy of WWCS's charter prior to the interview. They will also be advised that in addition to responding to pre-determined questions, a first-round interview will include an open discussion of Jack Petrash's *Understanding Waldorf Education* (to be provided by WWCS). Candidates are allowed to ask questions and are given information about the position's starting salary, health and retirement benefit options, and when they can expect to be notified about the school's final hiring decision.

If the interview is successful, candidates will be invited to a second round interview and teaching demonstrations are planned with applicants and administrative observers. Candidates advancing to a second-round interview will be asked to evaluate their ability to commit to full Waldorf teacher training and required to develop a plan for further education and mentoring within the field of Waldorf education.

Prior to teaching demonstrations, candidates receive a relevant topical teaching assignment, instructions on what methods administrators expect to observe (e.g. specific school methodologies), and instructions regarding logistical issues (e.g. technology requests, dress code). Teaching demonstrations often occur onsite, with real students using topics relevant to the current curriculum, but for candidates who are currently teaching in another school may occur at the teacher's current location. Teaching demonstrations are attended by at least 2 administrators: the Executive Director, and the Pedagogical Director, or other administrator directly supervising the position.

During the Interview Process, the Interview team will be provided a rubric for assessing the qualifications of candidates. Candidates are assessed for "mission appropriateness" in terms of (1) understanding the mission of the school and desiring to promote it, (2) educational qualifications, (3) experiential history of similar duties, and (4) ability to perform in a teaching demonstration and show artifact evidence of teaching prowess.

- The first criterion (understanding of the school's mission) is assessed in reading the candidate's cover letter. Cover letters devoid of mentioning the school's mission rarely lead to an interview because they show little evidence of serious thoughtfulness about WWCS as a unique organization. Initial interviews, including discussion of Jack Petrash's *Understanding Waldorf Education* also allow candidates to express why they are interested in working at WWCS.
- The second criterion (educational qualifications) is assessed by reviewing a candidate's resume for degrees, certification, and relevant experience, as well as through the interview process, in which interviewers ask questions about the candidate's educational philosophy.
- The third criterion (experience) is also assessed by review of the candidate's resume and by the interview in which interviewers can hear how the candidate talks about his or her work history.
- The fourth criterion (performance) is assessed by an actual 30-minute teaching task in which administrators watch the teacher interact with students in a live classroom.

Job Offers: After viewing teaching demonstrations (as relevant, for faculty candidates) and interviewing candidates, the interviewing panel will meet to discuss the relative merits of each candidate. During the discussion, the Executive Director will invite interviewers to share impressions and preferences regarding the candidates and make recommendations about whom to hire. After

thorough discussion, input, and recommendations from all administrators and faculty involved, and upon clean background checks, the Executive Director will make the final hiring decision and the Administrative Assistant or Secretary will arrange for a verbal employment offer and written contract to be extended to the candidate.

All offers of employment will be contingent on reference checks, background checks, and the completion of new hire paperwork, including an Employee Handbook and the relevant employment agreement, application form, Form I-9 with copy of supporting I-9 documentation, Federal and state tax forms, and any certifications and licensure information. Employment agreements will be renewed annually, and all these documents will be maintained by the school office and held on file for not less than one year following any employee's departure.

WWCS will ensure that all staff, including administrators, office staff, teachers, paraprofessionals, instructional aides, classroom aides, substitute teachers, parent volunteers, and community members who will spend any significant unsupervised time with students must receive a criminal background check prior to beginning service with the school as required by UCA § 53A-1a- 512.5. The Director will ensure that all background checks are complete and maintained in the school's employee files. The Director will review the results of all background checks that reveal offenses and determine whether the individual poses an unreasonable risk to the school community. Background checks will be renewed every 3 years.

In addition, WWCS will not hire any teachers or staff whose license has been suspended or revoked by USOE and will follow all federal and state laws, including but not limited to UCA § 53A-1a-518, regarding the employment of relatives and conflicts of interest. WWCS's Employment of Relatives Policy and Conflict of Interest Policy will be included in the official Policies and Procedures and approved by the Governing Board.

The effectiveness of the hiring process will be assessed on a year-by-year basis as the school makes refinements to its job descriptions and advertising channels. Administrators also consider conditions surrounding various hiring decisions and factors that led to a successful (or unsuccessful) hire. This natural process will help refine how WWCS hires faculty, staff, and administrators most profitably.

Orientation and Mentoring of New Employees: New employees must demonstrate at least some orientation to the school upon application for employment. Only applicants who have demonstrated some background knowledge of, and affinity toward, WWCS's mission are seriously considered for employment.

All new employees will be provided with an employee policy manual (Employee Handbook), which is updated for returning employees on an annual basis. Each will be asked to read the entire manual and sign a page, indicating that they have read and agree to abide by the school's policies.

The school's "Welcome Training" will be offered to all new employees each June to orient new employees, returning employees, and new and returning parents to the philosophy and methodologies of WWCS. Welcome Training includes informal break and lunchtime opportunities to establish mentoring relationships with veteran teachers. A special day of in-service for new all employees

(teachers, paraprofessionals, and support staff) includes an overview of WWCS culture and methodology, benefits and structure.

In addition, all new and returning teachers will be expected to attend an “Art of Teaching” week long seminar during the summer taught at a recognized college for training Waldorf teachers. The Art of Teaching seminar will include an in-depth training and introduction to the curriculum and methods for the grade or subjects to be taught in the coming school year.

New faculty members at WWCS will be incorporated into a team of mentors, including the Pedagogical Director, Assessment Coordinator and fellow teachers who have taught the relevant grades recently. WWCS seeks to hire only individuals with several years of experience in a position similar to the one they are filling at WWCS. However, all new employees are assigned a mentor—regardless of the new employee’s past teaching experience—to help the new employee more effectively learn the culture and apply the philosophies, methodologies of the school.

Termination: WWCS will hire personnel in compliance with all Federal and State rules and regulations. WWCS will terminate employees only when it is in the best interest of the students and the mission of the school.

All WWCS employees will be at-will. At-will employees may be terminated at any time with or without cause. Employment offers will be made in writing in the form of an employment agreement documenting the job requirements, pay, benefits, and hours of work for the position. Employees who accept the offer will sign and return the agreement. Accepted offers establish an at-will employment relationship between the employee and WWCS. Employment offers will be renewed annually for all employees, including the Directors. Employment agreements will be reviewed by qualified individuals to ensure that they do not jeopardize the school’s at-will status.

WWCS will be an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act (ADA), WWCS will not discriminate in any employment practices against a qualified individual with a disability nor discriminate against an applicant or employee based on race, color, national origin, religion, and/or gender in all terms and conditions of employment, whether disabled or not, or because of the individual’s family, business, social or other relationship or association with an individual with a disability. The school will provide reasonable accommodations as required by the ADA. Employment decisions will be based upon relevant job criteria; and in compliance with ADA, the school will not retaliate against an applicant or employee for asserting his or her rights under the ADA. WWCS will follow all applicable state and federal employment laws.

As necessary, WWCS’s Executive Director will seek counsel and assistance from qualified legal and human resources professionals concerning employment issues in order to ensure that the school conducts itself in accordance with the law. WWCS will create an employee handbook containing the school’s employment policies and procedures that will be updated as necessary and will be distributed to all employees.

All teachers must maintain their license and other credentials appropriate to their position. WWCS seeks to support and engage quality teachers and staff, but retains the right to terminate employment with or without cause and to determine whether cause for termination or discipline exists. Teachers will be employed for an indefinite period and in an at-will capacity. This means that both the school and the

Teacher retain the right to end the relationship at any time, with or without notice, and for any reason or no reason at all.

C. STRATEGIES FOR ENSURING TEACHER EXCELLENCE

WWCS will create a culture in which teachers will receive support, develop their individual skills and capacities, and be an integral part of the school community. These attributes will help to attract and retain quality professionals. Some of the key components in creating a positive environment for teaching staff will include on-going professional development, employee compensation, faculty participation, and regular, established evaluations.

Professional Development

WWCS's vision is to create a climate which fosters life-long learning. As a part of this process, all staff at WWCS are expected to be actively participating in a program of continuous professional development. Professional development opportunities will include a variety of contexts many of which are further discussed in Section 4. Some of these will include:

- Participation in formal Waldorf teacher certification programs;
- Annual participation in Art of Teaching trainings during summer;
- Participation in workshops on teaching specific topics (technology, reading, mathematics, music, science, movement, art);
- Bi-monthly professional development on WWCS priorities by Executive Director, Pedagogical Director and/or teacher leaders;
- WWCS-sponsored professional development days each trimester with visiting specialist;
- Completion of individually-designed development and inquiry program involving topical study and an analysis of how to integrate new skills into the classroom; and
- Experience in therapeutic education program.

Employee Compensation

WWCS intends to offer a tiered salary structure where all full-time teachers will receive the same base salary with additional compensation being awarded uniformly for teachers who:

- Have earned a Masters or Doctorate in a field relevant to their instruction responsibilities at WWCS;
- Have earned a Waldorf teaching certification;
- Have experience teaching at a Waldorf school (with an increase given for each year of experience up to 10 years); or
- Have experience teaching in another relevant school setting (with an increase given for each year of experience up to 5 years);
- Remain at WWCS (with an increase given for every year of service, but awarded only every third year).

Faculty Participation

All full-time WWCS faculty members will meet bi-weekly on Friday afternoons to discuss the life of the school and its students and provide time for ongoing professional development. WWCS is seeking to create a "Professional Learning Community," wherein faculty engages in peer mentorship, stimulating and motivating teachers to continually improve and develop their skills. This model also results in a high degree of self-reflection, resulting in a school of engaged and mindful teachers. Teachers will be

encouraged to each find a capacity in which they can work as a teacher leader on an aspect of improving the WWCS school community.

In addition to their primary role as class teachers and administrators, the Faculty Council ensures the quality of the educational program and maintains the highest possible standards in the conduct of the school's activities. The Faculty Council will act as an advisory group to the WWCS Governing Board concerning curriculum, policy, and program issues, and will elect 2 representatives to serve as members of the Governing Board each year.

Regular Evaluation

Informal faculty evaluations by the Executive Director, Pedagogical Director and other administrators and their designees will take place as unannounced, drop-in visits, approximately 5 minutes long, focusing on student engagement. Post-visit evaluative discussions describe student engagement in specific and quantifiable terms (e.g. "I saw the students working on ...") and include praise, questions, and suggestions for improvement.

Formal faculty evaluations are given at least 3 times per year, the first 2 of which are formative in nature. The last formal evaluation each year is summative and includes discussion of contract renewal, job descriptions, and compensation. A detailed description of formal faculty evaluations will be found in the Employee Handbook, "Teacher Evaluations."

On-going Assessment of Performance: Administrators will schedule formal observations in each classroom at least 3 times per year. They will use a tool to guide their observations. They will look for what the students are doing, what the teacher is doing, what the student work product looks like, and they also ask a few students questions such as, "What are you learning?" to assess the students' grasp of concepts being taught.

To mitigate the chance that a few isolated or planned observations could be unrepresentative of the "real picture" in a classroom, administrators also conduct occasional informal, 5-minute, "drop-in's" (at least twice per month). Administrators do not announce these "drop-by" visits to the teacher, so that the observation is as authentic as possible. Administrators look for effective instructional practices and question a few students. An administrator follows-up within 48 hours with a brief "learning talk" between the teacher and administrator, highlighting the positive and, in some cases, offering constructive critical feedback. In all, administrators observe and visit with each teacher between 15 and 20 times per year (3 times formally, the rest, informally), with improved instruction as the goal of each observation and discussion.

Moreover, each year, administrators will ask teachers to set SMART goals (Specific, Measurable, Achievable, Results-oriented, Time-bound). Administrators will discuss these goals during the formal supervisory visits, 3 times per year. Administrators will request that teachers bring the following items to these learning visits: current grade books, curricular materials, student performance samples (e.g. a student notebook sample), and other instructional artifacts. Administrators and teachers will use these items to guide the discussion and focus on desired student outcomes.

The Executive Director of WWCS may also recruit experienced Waldorf teachers and educators of teachers from outside of WWCS to participate in the evaluation process of WWCS teachers during one

of the first 2 evaluation periods each year and on an informal basis. The involvement of external evaluators will help to diversify the feedback and perspective given to the teaching staff. In addition it serves to ensure the objectivity and fidelity of the interviews conducted by WWCS administrative staff.

Administrators and administrative staff are evaluated twice annually (December/January and May/June) by the Executive Director. Administrative evaluations include revisiting job descriptions, self-assessment of recent performance, goals, reflective discussion questions, commendations, and recommendations for improvement. Other staff members are evaluated by their directors at least semi-annually. A detailed description of formal faculty evaluations will be found in the Employee Handbook, "Faculty Evaluations."

Grievances: If a faculty member expresses a grievance over a performance assessment, then the teacher is invited to visit personally with the administrator who made the evaluation. If the grievance cannot thus be resolved, then the teacher is invited for a hearing with the Executive Director. Written and verbal statements and correspondence are welcomed from each party as the Executive Director reviews the performance assessment. There will be no detailed grievance procedure formally outlined in the Employee Handbook, and an "at-will" clause will be included in all WWCS employment agreements.

Section 8

BUSINESS PLAN & BUDGET

A. CHARTER SCHOOL BUDGET TEMPLATE

The WWCS Governing Board recognizes the need to make sound financial decisions a daily practice of the school in order to accomplish our mission. In addition, WWCS's budget priorities and decision-making are aligned to our mission. For example, WWCS has prioritized the hiring of skilled staff, including a Pedagogical Director, the development of a relevant assessment tool, training and professional development for in-coming teachers, and the acquisition of curriculum materials in the first years as these are essential components for success in meeting the mission.

The area of scope for financial decision-making includes, but is not limited to, facilities, maintenance and operations, staffing and benefits, curriculum, materials, technology, and purchased services. The Governing Board holds the school's Executive Director accountable for administering the budget. As yearly budgets and projections are prepared, WWCS will ensure the funds are tied to fulfilling the WWCS's vision and mission and that the vision and mission remain operationally feasible. Below is a description of activities for appropriate accounting of costs for the planning year, the first and second operational years, and the contingency budget if enrollment only reaches 75%.

The numbers below were calculated by looking at costs at other charter schools in Salt Lake School District, Granite School District, and Murray School District. WWCS has consulted with David Robertson from Lewis, Young, Burningham & Robertson who compared these projections to the actual budgets of three operational schools and Jeff Biesinger with Red Apple who compared our numbers with the GreenWood School and other schools that have a similar enrollment to 500.

B. REVENUE AND EXPENSES PROJECTIONS

Planning Year 2015-16

Summary: Following is a numeric summary of the Planning Year Budget:

Total Revenue: \$300,000

Total Expenses: \$284,500

Total Reserve Funds at End of Year: \$15,500

Enrollment: There will be no student enrollment in the planning year.

Revenue: In the planning year, the Governing Board estimates the school will receive a state start-up grant (\$100,000), a state Revolving Loan (\$150,000), and Private donations (\$50,000) totaling \$300,000.

Expenditures:

300: Purchased Professional and Technical Services:

WWCS will pay a part time Executive Director, Pedagogical Director, and Administrative Assistant a total of \$45,000 in the planning year to assist in curriculum development, building readiness, and other pre-opening tasks. The business systems and policies will be set-up in this first year and WWCS estimates paying \$60,000 in Business Services. Additionally, WWCS will spend \$5,000 in setting up technology at the school and also paying for training for the multi-media library system, Aspire network system, email, and other computer policies and will spend money on legal fees (\$3,000).

WWCS will spend planning year funds on the creation of an assessment tool (\$10,000) that aligns Waldorf teaching methods to Utah Core Curriculum standards in Language Arts, Social Studies, Mathematics, and Science. Additionally, WWCS plans to invest time and money in professional development training for staff (\$20,000).

500: Other Purchased Services: WWCS will purchase Risk Management Insurance which, consistent with Utah Administrative Code R628-4-4, includes liability, bond, and directors insurance (\$2,000). The Risk Management Insurance includes the fidelity bond in the amount. The Treasurer's Bond will be effective as of the date the Treasurer assumes the duties of the office. This bond will be renewed annually to remain in compliance with the aforementioned Utah Administrative Code. In order to secure enrollment goals, WWCS has also budgeted \$5000 in marketing activities and \$500 towards board expenses.

600: Supplies and Materials: WWCS will spend \$5,000 in office supplies, \$5,000 towards instructional supplies/curriculum, and \$2,000 in software includes QuickBooks and random lottery generator and other software.

700: Property, Equipment: WWCS will spend money in three areas: kitchen equipment (\$10,000), furniture and fixtures (\$70,000), and technology related hardware and computers (\$40,000). If any additional funds are received in the planning from federal or other sources, WWCS will spend additional money on playground and outdoor materials.

Necessary Closure Fund: The WWCS Governing Board has allocated \$15,500 in the necessary closure fund for the planning year, which is exactly 5% of total revenue. This will be used to do the following: cover payroll for closure transition team until official winding up of all corporate business, pay for required audits by independent accounting firms, pay for accounting/legal services to the extent

these services are not paid through payroll, pay for rent/utilities/taxes throughout the winding up process, maintain insurance throughout the closure process, and pay for other reasonable and necessary expenses related to the effective corporate dissolution.

Operation Year One: 2016–17

Summary: Following is a numeric summary of the Operation Year One:

Total Revenue: \$3,111,442

Total Expenses: \$2,732,290

Total Reserve Funds at End of Year: \$379,189

Enrollment: WWCS is scheduled to open August 29, 2016. For the first year, WWCS anticipates opening with 540 students and offering an academic scope of grades K–8 grades: three small Kindergarten classes of 20 students and two classes for each grade; first through eighth grade. It is expected that 10% of the student population will have special needs.

Revenue:

1000: Local Sources: In the first year of operation, the Governing Board estimates the school will receive \$128,780 from local sources. The Friday Snack Program (\$18,360) assumes the school will earn a dollar a week times the number of students for 34 weeks. Student Activities (\$36,720) includes revenue earned for the School's Extended Care Program held 4 Fridays a month for 20% of the student body. This program earns \$10 dollars a week per student for 34 weeks. The Kindergarten Extended Care Program (\$57,500) will serve 25 students for \$250/month for 9 months plus a total of \$1,250 in registration fees (\$50 per student). Finally, WWCS estimates generating \$16,200 through other fundraising efforts, a rate of \$30 annually per student.

3000: State Sources: WWCS will receive an estimated \$2,842,926 in State funding. This comes from an Implementation Grant (\$100,000), Revolving Loan (\$150,000) and State Educational Funding (\$2,592,926) obtained by using the weighted pupil funding calculations.

4000: Federal Sources: WWCS assumes it will earn \$124,236 in total federal sources. The Governing Board calculated IDEA funds as 30% of the total Special Education budget, assuming 54 SPED students. The NCLB funds were estimated for Title I by looking at the prevalence of eligible Title I students at the 6 closest, similar charter schools calculating the average allocation per eligible child. Assuming WWCS has 25% eligibility, WWCS estimates Title I at 135 students times 320.5, for \$43267. Similarly, Title II funds were calculated using a rate of 16.61 times the total student population of 540 which yields \$8969. Thus, our budget assumes that federal sources will account for: IDEA (\$72000) and No Child Left Behind (\$52,236), which represents 3.8% of our total funding, which is in line with other charter schools where federal funds accounted for 2–8% of total revenue.

Private Grants and Donations: In general, parent volunteers will take the lead role in coordinating any fundraising efforts. Any donations given directly to WWCS will be considered additional revenue for the school year and will be used in addition and not in replacement of regular funds. Any restricted donations will be used in accordance to the donor's request. Any unrestricted donations will be used at the direction of the Governing Board and supported by the Financial Committee. See Attachment C.

Expenditures:

100 Salaries and 200 Benefits: The following is the summary for year one Salaries and Benefits:

Total Salary Expenditure: \$1,374,300

Full or part-time employees: 42.5

Salaried employees will be paid across 52 weeks while hourly employees will be paid for 38 weeks. Benefits are estimated to cost. *Benefits Expenditure will total \$412,290, or 30% of salaries including retirement, 10% for Social Security, FICA, UNEMP, WCF, and Health/Dental/Life insurance.*

Instructional Staff: WWCS plans on hiring a Pedagogical Director (\$58,000) and SPEDD (\$55,000), Assessment Coordinator (\$40,000), Library/Technology Instructor (\$25,000), 18 classroom teachers, 3 Specialty Teachers, and 2 Special Education Teachers all at an average yearly salary of \$37,500/year. Additionally, WWCS will hire one full time Substitute Teacher at \$20,000 and will also hire 8 part-time teacher aides (\$51,000) and specialty teachers (\$47,500).

Instructional Staff Support: WWCS will hire a Executive Director (\$75,000), Administrative Assistant (\$40,000), Business Manager (\$70,000), part-time Community Outreach and Development Coordinator (\$15,000), Secretary (\$13,000), Custodian (\$24,800),

300 Purchased Professional and Technical Services: WWCS will follow all relevant rules and regulations that govern the charter schools within the state of Utah. The Governing Board will bear the responsibility of the financial oversight of WWCS. As such, the Council will contract with an independent CPA firm to conduct an annual independent audit at the end of each fiscal year as required by state law. Funds in the amount of \$10,000 have been budgeted for audit services and reporting during operational years including the Annual Financial Audit, October 1st Enrollment Count and Membership reporting, and annual IRS Form 990 Preparation and filing. The budget amount is included in expenditure 24.300 Purchased Prof & Tech Services—SCHOOL ADMINISTRATION in the excel operation spreadsheet. The audit report will be delivered to both USOE and the Utah State Auditor's office by November 30 each year in compliance with state requirements.

In addition to audit services (\$2000), WWCS also anticipates needing 5 Student Support Professionals: Psychologist, Occupational Therapist, Physical Therapist, Speech/Language, and Nurse for an estimated total of \$40,000. Instructional Staff Support (\$22,000), lawyer (\$5,000) and technology support services (\$2000) for a total purchased professional and technical services of \$71,000.

400 Purchased Property Services: The facility- related costs will include water/garbage and sewage (\$6000), repairs and maintenance (\$10,000), lawn/snow care (\$10,000), property taxes (\$40,000) for a portion of the preceding calendar year, facility lease for ten months (\$500,000), and a copy machine lease (\$12,000) for a total of \$578,000.

500 Other Purchased Services: WWCS will pay \$15,000 annually for the operation and maintenance of facilities to include Internet, Phone, and cable. Risk Management Insurance for liability, fidelity bond, director's insurance, property and liability insurance will run \$17000. In addition, \$5000 is allocated to market the facility, \$500 for reimbursing board expenses, and \$18,000 for field trips and experiential learning opportunities.

600 Supplies: WWCS will spend money for supplies on the school for curriculum, library facility, and administrative support , including: classroom supplies (\$15000), office supplies (\$20,000), professional development supplies (\$2000), special education materials (\$2000), school events (\$4000), curriculum (\$45,000), library (\$9000), software (\$10,000), and maintenance and cleaning (\$1200). In addition, \$40,000 is allocated for utilities for a total of \$148,200.

700 Property: WWCS intends to use \$2000 for land improvements and \$30,000 for furniture and fixtures to finish furnishing the school, \$20,000 for technology-related hardware, including computers, and \$2000 for other facility-related equipment.

800 Other Objects: WWCS will spend \$2000 in subscriptions and \$3000 a year for dues. \$30,000 is allocated for payments on a revolving loan amount and \$4000 for other miscellaneous expenses.

Necessary Closure Fund: The WWCS Governing Board has budgeted \$155,573 (5% of total revenues) in the necessary closure fund that will be used to do the following: cover payroll for closure transition team until official winding up of all corporate business, pay for required audits by independent accounting firms, pay for accounting/legal services to the extent these services are not paid through payroll, pay for rent/utilities/taxes throughout the winding up process, maintain insurance throughout the closure process, and pay for other reasonable and necessary expenses related to the effective corporate dissolution.

Cash Reserves: \$223,579 is remaining to build WWCS's cash on hand. It is the intention of WWCS to meet the criteria set forth by the Utah Charter School Finance Authority and to qualify for credit enhancement in order to issue bonds through the municipal bond market to purchase our facility within five years of opening. By reserving \$223,579 in the general fund, in addition to the funds put into the necessary closure fund, WWCS is in a strong position to demonstrate that it has cash on hand to cover 30 days operating expenses and a general fund balance to cover 15% of followings year's operating expenses.

Operation Year Two: 2017-18

Summary: Following is a numeric summary of the budget for the second operational year.

Total Revenue: \$3,225,168

Total Expenses: \$2,782,290

Total Reserve Funds at End of Year: \$442,878

Enrollment: WWCS anticipates the same enrollment numbers as in 2016-2017.

Revenue: Because enrollment is expected remain the same, most revenue is projected at the same level. There is also a decrease since the implementation grant and revolving loan will no longer be given to the school in the second year, this makes the total state funds \$2,592,926, a decrease of \$250,000 from the first operational year.

Expenditures: The expenditures in the flowing areas remain the same as year one: The Salaries and Benefits, Purchased Professional and Technical Services, Other Purchased Services, Other Objects, and Necessary Closure Fund.

400 Purchased Property: WWCS will spend more on lease payments since they will be figured over twelve months rather than ten (\$600,000), amounting to a \$100,000 increase, and on property taxes (\$60,000) as they will be figured over a full year.

600 Supplies and Materials: WWCS intends to spend less money in all property by \$35,000—with the assumption that most of the property required to outfit the school was purchased in the planning year and year one.

C. CONTINGENCY PLANS

The Budget for 75% enrollment is shown in Appendix C. The contingency budget represents a general reduction of 75% for both revenues and expenditures.

Enrollment Risk

WWCS will offer early enrollment with the first lottery occurring in January 2016, so that an assessment of student enrollment numbers can be made before hiring permanent staff. Because employment costs represent such a large portion of the school's costs, it is an area that can be regulated to match enrollment needs. If enrollment is not met, the school will reduce the number of classroom teachers, and may have some class teachers teaching classes of combined grades (e.g., 5/6, or 7/8), will reduce the salary and benefits packages of the administrative staff and will use parent volunteers for classroom aids. Enrollment risk could also impact the amount of specialty teachers used by the school, resulting in the need to hire only part-time specialty teachers or for classroom teachers to also teach the extra classes of handwork, PE and art.

In addition, by enrolling early, WWCS may be able to also reduce expenditures related to facility renovations in operation year one should all classrooms not be needed. Renovations could be delayed and completed on an annual basis as enrollment numbers necessitate the additional space.

Financial Risk

Limits on Appropriations: The WWCS Governing Board and administration will decide each year on the priorities for the school. The chosen priorities will direct the use of public resources. In the first 2 operational years, the school will appropriate a substantial amount of resources for hiring, training, and monitoring educational staff as well as acquiring supplies and physical resources that will enable WWCS to accomplish the vision and mission. However, appropriations in the final annual budget will not be made for any fund in excess of the estimated expendable revenues for the budget year.

Policy on Making Appropriations In Excess of Estimated Expendable Revenue: WWCS takes very seriously its responsibility to wisely and ethically use and manage public funds. The school will maintain a policy of fiscal solvency; no appropriations will be made for any fund in excess of the estimated revenues. Therefore, no budgets may be approved which show a budget deficit. Expendable revenue will be reduced by any existing deficits provided these occur through emergency or other unforeseen circumstances.

Reserve Fund

The WWCS Governing Board will work with accounting professionals to set standards on its annual operating safety margins. During the annual budget review, any plans to use expendable revenue and/or undistributed reserves must be in fulfillment of the school's mission, values and spending

priorities and must receive approval in an open meeting.

Emergency Expenditures

In the event of an emergency, the Executive Director or member of the Governing Board may authorize expenditures outside of existing budget categories. Such approval must be rare and require notification to the Director within 24 hours or as soon as possible, written determination for the basis of the emergency, and selection of the particular expense budget line item. However, such approval requires justification in the following open council meeting. In the event of an emergency (UCA § 17B-1-623), the Governing Board may, by resolution, amend a budget and authorize an expenditure of money that results in a deficit. This may occur only if the Governing Board determines that:

- (a) An emergency exists,
- (b) The expenditure is reasonably necessary to meet the emergency, and
- (c) The expenditure is used to meet the emergency.

WWCS acknowledges that neither the chartering entity nor the State of Utah, including an agency of the state, is liable for the debts or financial obligations of the school or persons/entities that operate the school.

D. PEOPLE, SYSTEMS, AND PROCEDURES

WWCS has put people and procedures in place in order to optimally manage school finances. Below is a description of the procedures and includes a description of the responsibilities assumed by the Governing Board, Executive Director, Business Administrator, and other staff.

The Governing Board Authority

The Governing Board is responsible for the financial oversight and management of the school in accordance with state and federal laws. WWCS's financial information will be gathered and reported consistently across all fiscal periods.

The Governing Board is responsible for operating the school in accordance with the representations made in its charter. Specifically, it shall have the sole authority to approve and will incorporate into its minutes such matters as:

- Adopt and amend fiscal policies and procedures
- Adopt and amend the annual budget
- Select or terminate the Executive Director
- Change key employees' salary and benefits
- Incur debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter
- Investment policies, depository and investment banks
- Purchase, sale, or lease of property
- Review and accept interim monthly financial statements
- Select the school's auditor (CPA firm)
- Review any transaction or account of the school at its discretion.

Audit: The Governing Board contracts annually with a qualified independent certified public accounting firm to conduct a fiscal audit of the school's financial records and statements. The Annual Financial Report and Audit (UCA § 53A-3-404) will be prepared as required by UCA § 51-2a-201 and Audit consisted with will be performed in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the U.S. Office of Management and Budget's Circular A-87 and A-122. The selected firm must be familiar with these standards and related state regulations in order to properly conduct the fiscal audit.

Budget: An effective Governing Board provides financial security for a school through oversight of the budget and financial operations. WWCS's finance committee, which is made up of the Business Administrator, the Executive Director, and selected Council Members, will work together to prepare monthly and annual budgets. The budgets will use the USOE chart of accounts and budget categories. These budgets will be reviewed and approved in an open Council Meeting with appropriate notice to interested parties, as provided by UCA §53A-19. All interested persons in attendance at the open meeting will be given an opportunity to be heard on any item in the budget.

The School Administration prepares an annual operating budget of revenues and expenses (forecast or budget) for approval. The Governing Board approves a final budget for the operation of the school for the next twelve months. Both of these budgets are approved no later than June 30th of each school year. Budgets are reviewed and modified as necessary. These forward-looking budgets and projections are reviewed and approved by the Governing Board at an open and public meeting.

- The fiscal year (budget year) of the school is July 1st through June 30th. The appropriate accounting period is used for all adjusting entries and accruals;
- Financial statements displaying budget vs. actual results are prepared by the business office and reviewed by the Executive Director and Treasurer and are presented to the Council at each Council meeting (with limited exceptions);
- Administration shall follow the Council approved budget with exceptions approved by the Governing Board.

Insurance and Bonding: The school maintains minimum levels of coverage, as deemed appropriate by the Governing Board, for the following policies:

- General liability (earthquake coverage not included without express inclusion)
- Business & personal property
- Automobile insurance (as necessary)
- Workers' compensation
- Unemployment (tax)
- Directors and Officers
- A Treasurer's Bond (fidelity bond or Public Official Bond)
- Errors & Omissions/Professional Liability
- Employment Practices Liability Insurance
- Other insurance as requested

A Treasurer's Bond (fidelity bond or Public Official Bond) is required on the person who has investment control over the school's public funds, typically the Business Administrator, per UCA 51-7-15. This insurance coverage is not included in the school's other insurance policies and must be purchased separately. The school requires proof of adequate insurance coverage from all prospective sub-contractors, as deemed applicable by the Governing Board.

Financial Reporting: Each month the Business Administrator will reconcile the accounting books. A budget-to-actual report will then be provided to each member of the Governing Board as well as the school administration. Financial statements will be provided as required to the chartering entity. WWCS will accommodate any person's request for public documents made in compliance with Utah State Code and Federal regulations governing the request of public records.

The business office is required to maintain supporting records in sufficient detail to prepare the school's financial reports, including;

Monthly

- USOE—Monthly Financial and Enrollment Report
- Internally generated Income Statement, including budget vs. actual comparison and adequate notes & explanations
- Balance Sheet
- Cash Flow Statement
- Transaction Register

Quarterly

- IRS Form 941 and payroll tax returns and comparable state taxing authority returns

Annually

- Financial statements for audit
- Annual budget

Budget Amendment Process: Any proposed budget changes throughout the year will be reviewed by the finance committee and approved by the WWCS Governing Board in open meeting, as constituted by UCA § 53A-19, and reported to USOE.

Business Administrator

WWCS will hire a Business Administrator in the planning year who will fulfill the requirements of the Business Administrator, which is consistent with U.C.A. 53A-3-302. The Business Administrator's financial duties include, but are not limited to:

- Tracking expenditures, employee hours, and other measures and report all necessary data to the relevant entities.
- Working with an auditor to assure WWCS compliance to all relevant regulations, guidelines, and best practices.

- Attending all meetings of the Governing Board, keeping an accurate record of its proceedings, and having custody of the seal and records;
- Being custodian of all school funds after deposit in the school's account by action of the Governing Board Financial Coordinator;
- Countersigning with the President of the Governing Board legal documents approved by the Council;
- Attending all necessary Utah State Office of Education USOE School Finance trainings;
- Keeping accurate records of all revenues received, their sources, dates availability, and federal and state allowable expenditures to ensure that funds are spent in line with rules of state and Federal programs;
- Preparing and submitting to the Governing Board each month a written report of the school's receipts and expenditures;
- Using uniform budgeting, accounting, and auditing procedures and forms approved by the State Board of Education, which shall be in accordance with generally accepted accounting principles or auditing standards and Utah Budgetary Procedures Act;
- Preparing and submitting to the Governing Board a detailed annual statement for the period ending month/day/year, of the revenues and expenditures, including beginning and ending fund balances;
- Assisting the Executive Director in the preparation and submission of budget documents and fiscal reports required by law or the State Board of Education;
- Insuring that adequate internal controls are in place to safeguard the school's funds; and
- Performing other duties as the Executive Director may require.

WWCS's appointed business administrator and will be responsible for submitting all reports and information required by the Utah State Board of Education (see R277-470-9(D)).

Fiscal Procedures: WWCS is committed to ensuring sound fiscal procedures. As part of this commitment, WWCS will adopt fiscal procedures to safeguard school assets and resources and procedures surrounding purchasing requirements, as stated by UCA § 63G-6 and Administrative Rule R33. WWCS will also identify the important role of its Business Administrator by clearly outlining the job description, including qualifications and duties, see Section 7.

USOE School Finance Training: The WWCS Governing Board understands that it is fiscally responsible for all school assets and appropriate use of state and federal funds. WWCS assures that the Business Administrator will attend all necessary USOE School Finance trainings prior to working with WWCS, and that the Business Administrator will be able to articulate a clear understanding of the importance of continual attendance at these trainings.

In addition, the school will ensure that a representative from the WWCS Governing Board, preferably the Treasurer or Board Chair, will attend the USOE school finance training and all other required finance trainings prior to the first day of school.

State and Federal Funds: The school makes a commitment to continual fiscal professional development not only because it is required, but also because it recognizes the importance of sound financial policies/procedures and the importance of understanding the financial reporting and use requirements associated with state and federal funds. Thus WWCS members will receive current and on-going training regarding allowable uses of restricted State and Federal (IDEA) special education

funds (EDGAR, OMB A-133, and USBE-SER IX and X) and ensure that adequate documentation is maintained to support the use of those restricted funds.

WWCS recognizes the reality of an ever-changing landscape in public education finance and feels it is critical to the financial success of the school that its representatives stay up-to-date and informed on public finance changes and current issues. This will ensure that the WWCS staff receives the latest and most accurate information available concerning technical requirements specific to school finance. Furthermore, WWCS will ensure that its representatives attend future/ongoing trainings as they become available to ensure that the school manages and accounts for its funds in compliance with any revisions to rules governing the financial management of the school.

Administrative Staff

The Administrative Assistant, under the direction of the Executive Director, will be responsible for all student data in the Aspire system offered through the state SIS program. Training for this responsibility has been accounted for in the budget. The Administrative Assistant will also file the following Required Reports:

- Declaration of Household Income Survey
- Fee Waiver Application
- Parental Request to Prevent Disclosure of Directory Information
- Request for School Records Form

Generally Accepted Accounting Principles

WWCS's fiscal procedures will include practices that are consistent with generally accepted accounting principles. This includes, but is not limited to, consistency, relevancy, reliability and comparability.

WWCS's financial information will be gathered and reported consistently across all fiscal periods. The financial information and documentation retained by the school will be appropriately relevant, thereby supporting the financial condition of WWCS. All financial information will be reliable and verifiable by an independent party. This means that WWCS's financial statements will present a clear picture of what is happening with the school at any point in time. WWCS will also ensure comparability. By ensuring comparability, the school's financial statements and other documentation will be comparable in performance to other successful charter schools. Furthermore, WWCS will adhere to the following fiscal procedures which have been approved to facilitate the execution of fiscal responsibility: Gift Policy and Disclosure Form, Fixed Asset Management Policy, Record Keeping, General Procedures, Internal Controls, School Property, and School Procurement Policy. For complete policies, see Attachment C.

E. FACILITY

Wasatch Waldorf Charter School has looked at many properties within the Millcreek area, the central point between these potential locations serves as the basis for our five mile radius of our targeted market research. WWCS has decided to focus on three properties in our target market, within the size parameters. Two of these properties are located across the street from each other and owned and managed by Beckstrand and Associates. Our facility team has met with the Senior Vice President Greg Pavich, Associate Agent Dane Smith, and Property Managers Misti Milner and Stephanie Dalton to

discuss acquiring and/or leasing one of their properties for the school. Thus far, Beckstrand and Associates are amenable to working with us and open to repurposing the current business offices for a charter school use.

The facility team realtor has an existing relationship with the Kol Ami Synagogue. This land is not currently on the market to the public. The WWCS board and members have not yet met with the owners of the land. Our realtor has discussed the option to use the two acres of land for a charter school and to set up lease agreements for the two acres as well as the gymnasium and community gardens. The great accessibility to a park, hiking, gardening, and proximity to Tanner Park make this an ideal location for accessibility to nature as a part of the Waldorf Curriculum.

Meeting the Needs of a Waldorf Methods School

WWCS used the Needs Assessment Calculator to determine the charter school space needs. The quick calculation for the gross square feet determined the school would best fit in a space between 27,000 and 54,000 square feet. The Facility Committee also determined a more detailed look at the space needs and determined the school would optimally use 20 classrooms, 8 offices/small rooms, a gym/conference space, a stage, a library, a kitchen, and 10 special spaces for Eurythmy, 2 art classrooms with sinks, 2 music rooms, break room, public library and bookstore, a lobby space, and a science lab with plumbing for safety shower and eye wash stations, a plumbing vacuum system, ventilation for fume hoods, and separate plumbing for deionized water and natural gas. An extra 30% of the subtotal new square foot space is allocated for hallways, bathrooms, and closets.

The exterior of the school has parking needs and outdoor play space. The parking lot will need to serve approximately 60 spaces for staff (36), visitors (20), and handicapped (4) stalls. The parking lot will comply with ADA rules and regulations, and include a layout to accommodate drop-off and pick up of students. The other external areas needed are a Playground with play structures, Kinder-play area, a garden and greenhouse, an outdoor classroom, and an amphitheater.

The lower grades will need more space than the upper grades so that the students can have the traditional Waldorf moveable classroom design. Conceived in Scandinavia and developed in Germany, nearly one-third of the 222 Waldorf schools in Germany use this design. The moveable classroom, known as the Bochumer Model, utilizes low benches that can be moved and utilized in a multitude of ways: a circle, horseshoe, long lunch table, a balance beam, or an obstacle course. The moveable classroom encourages greater movement in the classroom which is believed to help create an academic setting that is developmentally conducive to learning in a way that is dynamic, interesting, and fun (see <http://www.pinehill.org/movableclassroom>).

DETAILED CALC.	NEEDS ASSESSMENT CALCULATOR					
Interior		Units	Min.	Max	Min Total	Max Total
	# of Classrooms	20	750	900	15000	18000
	# of Offices	8	70	100	560	800
	Gym (# of students)	450	5	6	2250	2700
	Stage (# of students)	200	4	7	800	1400
	# of Kitchens	1	750	1000	750	1000
	library (# of students)	450	2	3	900	1350
	Special Rooms	10	750	1000	7500	10000
	Subtotal (net square footage)				27760	35250
	Plus 30%				8328	10575
	Total sq. ft. (Gross square footage)				36088	45825
Exterior						
	Parking	60				
	Handicapped parking	4				
	Playground and play structures for children	1				
	Kinder-play area off of Pre-K / K	1				
	Garden and greenhouse	1				
	Outdoor Classroom	1				
	Amphitheater (long-term,)	1				

Source: The Answer Key: How to Plan, Develop and Finance Your Charter School Facility

Property Profiles



Spring Pine

- 825-865 East 4800 South, Murray, UT
- 5 buildings of 8,000 SF built in 1981 totaling a combined square footage of 40,000
- Property Size: 3 acres with limited nature access
- School District: Murray
- Financial Details:
 - Land and Building Acquisition- \$3,000,000
 - Construction Costs- \$2,070,838
 - Other Costs and Fees- \$170,844

Spring Pine is an option for Retro Fit and will require construction to bring these office complexes up to E-code occupancy. Atlas Architects, Jesse Hulse and Jason Foster, and their structural engineer have looked at this property, as well as Stirling Construction who currently does work on this property. Together, they have provided estimations of costs for retrofitting the buildings that are on site. Because of significant cost variation in the construction estimates between the architects and contractor, WWCS Facility Committee has used an average of these two amounts to calculate the estimated cost of the

retrofit. Spring Pines construction cost per square foot is approximately \$52, including the 4% contingency and outdoor/site work.

To facilitate the conversion of the property into a school will require construction work for the following:

- Fire Sprinkler Systems with Dedicated Water Lines
- Electrical and Lighting
- Mechanical Retro Fit
- Interior Demolition
- Structural Upgrades (seismic report)
- Additional Toilets and Sinks
- Site Work (outdoor)
- Outdoor Ramps and Fence
- New Interior Finishes

Spring Pines is a quality retrofit option because the design, elevators, bathrooms, and upgrade costs are less extensive than those for other B-occupancy properties. Financially, Spring Pines is the best option for a retrofit choice.



Spring Run

- 965-970 East Murray Holladay Road, Salt Lake City, UT
- Property Size: 2.4 with additional 2.37 acres of county nature access
- School District: Granite
- Financial Details:
 - Land Acquisition- \$1,200,000
 - Construction Costs- \$5,512,000
 - Other Costs and Fees- \$495,752

Beckstrand and Associates are also open to the demolition of the four structures located at Spring Run, allowing a new rebuild on the land currently occupied by office buildings. The facility team has assumed a \$125 per square foot build construction costs for new build options. This is the average number used for new construction according to Atlas Architecture, Lewis, Young, Robertson & Burningham, and Red Apple. Construction costs for this option are \$138/ SF, including the new construction, demolition of the existing buildings, playground and site work, and a 4% contingency.



Kol Ami Land

- 2425 Heritage Way, Salt Lake City, UT
- Property Size: 2.0 acres with nature access via Tanner Park immediately adjacent to property
- School District: Salt Lake
- Financial Details:
 - Land Acquisition- \$1,100,000
 - Construction Costs- \$4,758,000
 - Other Costs and Fees- \$454,740

Without the demolition need, the new build for Kol Ami comes to \$136/SF, including new construction, playground and site work and the 4% contingency.

Facility Plan Budget Total

Facility Plan Budget Total	Notes		Spring Pine Average	Spring Run Build	Kol Ami Build
Total Acquisition Costs			\$ 3,000,000	\$ 1,200,000	\$ 1,100,000
Total Construction After Contingency			\$ 2,070,838	\$ 5,512,000	\$ 4,758,000
Total Professional Fees	A & E 5% of Construction		\$ 108,719	\$ 289,380	\$ 249,795
Total Project Financing Fees and Costs	3% of Construction		\$ 62,125	\$ 165,360	\$ 142,740
Facility Plan Budget Total			\$ 5,241,682	\$ 7,166,740	\$ 6,250,535
Facility Yearly Lease Rate	9% of Facility Budget Total	9%	\$ 471,751.35	\$ 645,006.60	\$ 562,548.15

In looking at the affordability of each option, the Spring Pine retro-fit appears to be the most affordable option for the facility team, while the other two build-to-suit options are more similar to the facility budget scope for charter schools of the same size as WWCA with buildings of a similar square footage. The taxes and building insurance are taken out for this budget as they are included in the operating budgets. The assumed lease rate of \$550,000-\$600,000 per year seems to be the observed rate used for schools of a similar size and student body with a 7 million dollar facility budget. For budgeting purposes, WWCA has used \$600,000 to ensure an adequate facility budget, which is 19% of our projected revenues. The board will seek financial advice when setting up the facility agreements.

Current Resources

To facilitate accuracy of the facility process, WWCS has sought experienced realtor, architects, structural engineer, and financial advisers. The board will continue to seek the experience of others in the facility process in order to ensure a timely delivery of the construction project and to keep facility costs.

Tyler Parrish, Realtor at Windermere Real Estate

Tyler Parrish relocated the Gymnastic Training Center to the Millcreek Area. He brokered with three different property owners to acquire the 2.5 acre parcel along 3300 South. GTC's new 25,000 Sq. Ft. workout facility broke ground in the fall of 2013 and the projected completion date is Spring, 2014

Jason Foster, LEED AP Architect at Atlas Architecture (Weilenmann School of Discovery and Early Light Academy)

Jason is a native of Salt Lake City, Utah and has worked in the architectural profession for the last 20 years. His experience ranges from residential to institutional projects totaling more than \$300 million in construction. Over the last 10 years, the primary focus of his work has been with K-12 educational facilities for various charter groups and districts. Additionally, this educational experience has assisted him in his work with several not-for-profit organizations such as; Global Artways, Spyhop Productions, and the Leonardo Center.

Jesse Hulse, NCARB Architect at Atlas Architecture

Jesse is a native of Salt Lake City, Utah earning both of his degrees from the University of Utah. He has been practicing architecture since 1998. Prior to co-founding Atlas Architects, Jesse worked with both a local and a multinational architecture firm on a wide variety of projects ranging from large corporate headquarters, to professional sports facilities, to small scale visitor's centers.

David Robertson, Vice President at Lewis, Young, Robertson & Burningham, Inc.

LYRB has successfully completed financial transactions and consulting projects for numerous cities, counties, school districts, special districts, the State of Utah, and other governmental entities. LYRB maintains excellent working relationships with national and regional bond underwriters, commercial banks, and other financial institutions, but they do not represent them or their interests. The independent status allows them to provide the most targeted and creative solutions for each individual project.

LYRB will assist WWCS in the analyzing budgets and cash flows and debt service loads, financing options for building acquisition (including direct purchase, public offering, and private purchase with term sheets), RFP's, and development of sound fiscal policies to ensure qualification for credit enhancement program and future bond options.

Danny Wall, Director of Masters of Finance and Real Estate Development at University of Utah

Danny came to the University of Utah after about a decade in the real estate field, where he did appraisals, consulting, commercial lending, and commercial brokerage, including appraising charter schools. He has spent the past seven years working full-time as an appraiser and consultant after jobs

working in brokerage in Boise, lending in Denver, and as a product developer for Deckers Outdoor Corporation in California. Danny will provide WWCS with guidance and advice on facility acquisition terms and options.

Lease or Build Timeline

On or Before December 2015:

Consistent with **UCA § 53A-1a-507(9)** WWCS will submit facility proposals to the state before entering a facility contract on or before January 1, 2016.

Prior to any purchase of land, contract to lease, construction or remodel, WWCS's Facility Committee with work with a **Contractor/Builder/Architect** to:

- Analyze current utilities access to the site (power, sewer, water and phone as well as fiber-optic cable for mandatory state online testing). Begin work with utility providers to ensure timely access for the school.
- Conduct a traffic study/analysis with necessary follow-up coordination with impacted government entities to ensure sufficient road access/construction timelines.
- Ensure completed purchase or lease contract of property (contract between builder and land-owner).
- Ensure local municipality or city has reviewed and approved the project within their limits of authorization.
- Complete construction design plans and incorporate into a final design. The following plan reviews need to be completed prior to construction:
 - Complete plan review by certified plans examiner;
 - Ensure kitchen layout is complete and submitted for approval of Health Department;
 - Structural Peer review of plans;
 - Energy Code Review; and
 - State Fire Marshal review of plans.
- Complete final architectural designs with spec book finalization.
- Complete USOE and State Charter Board authorization forms to begin construction.
- Ensure Builder has completed construction financing—ensure this is documented and school is provided verification.
- Begin excavation of site (if applicable).

Consistent with UCA § 53 A-1a-507(9), WWCS will submit any lease, lease-purchase agreement or other contract or agreement relating to the charter school's facility or financing the charter school facilities to its chartering entity for review and advice prior to the charter school entering into the lease, agreement, or contract. Consistent with R277-470- 7(C), WWCS will enter into a facility contract on or before January 1, 2016 and construction or renovation will start immediately after the agreement is signed. Consistent with R277-471, the Facility Committee will submit SP-5 the School Construction Inspection Specialist.

The Facility Committee will also identify a Building Officer to monitor construction/remodel weekly, submit formal SP-8 reports to the State monthly starting at the beginning of construction/remodeling. In order to qualify as a Building Officer an individual must:

- Building Officer must be an employee of WWCS, or member of the Charter Council—*independent* of all possible conflicts with Builders, Financiers or others;
- Building Officer should personally complete SP-4, SP-5, SP-8's, SP-9, SP-10 and SP-11;
- Building Officer should be recipient of the regular inspection reports and should monitor construction progress with all parties;
- Begin researching playground equipment and other exterior elements (bike-racks, benches, playground floor material, etc.);
- Create and submit contingency plan to State in case of delayed facility completion; and
- Ensure necessary classroom, kitchen, and playground equipment have been ordered.

February to July 2016:

- During the time the school is under construction, WWCS Facility Committee will submit monthly reports to the State Charter School Board. The Facility Committee will complete the Construction Checklist and manage the design and renovation work to ensure that the building will serve students with disabilities.
- WWCS's Building Officer/Contractor will:
- Ensure relevant government entities have school zone signage completed, or on track to be completed by date of occupancy;
- Ensure landscape will be completed this month (8 weeks prior to occupancy);
- Finalize installation of security system, phone system, internet and intercom/PA; and
- Obtain identified space within the building to begin housing necessary classroom materials and begin delivery (desks, chairs, etc.).

August 2016:

- WWCS's Building Officer/Contractor will:
- Obtain Occupancy Permit for the building—ideally no later than 8/1.
- Begin the following:
- Student Testing & Assessment
- Teacher room prep
- Assembly and distribution of desks, chairs, filing cabinets, shelves, etc.

September 2016: School in Session

F. OTHER SERVICES

Transportation

WWCS will not provide transportation to students. Limited transportation will be offered for irregular classroom activities occurring off campus.

Food Service Plans

WWCS is not planning at this time to provide food for the entire school. While the facility will have a kitchen that can be used for special events or for educational work in the lower grades, the food plan for the school will be a limited catering option for students with limited access to food through one of the catering service providers available, such as Granite School District, and will occur as demand dictates.

G. PRE-OPENING PLAN

WWCS has charted and outlined all necessary activities ensuring WWCS's compliance and preparation for successfully launching in the 2016–17 school year. These items are detailed in the tables below.

DATE	END DATE (where applicable)	ACTION ITEMS	POSITION	DOCUMENTATION	CONTACT/RESOURCE	STATUE/RULE REFERENCE
1-Jan-15	30-Mar-15	Lay ground work for key functions to include: Identify and begin to submit grant and loan applications, Finalize website and social media strategy, informal training for board members to begin.	Board/ Staff		http://www.schools.utah.gov/charterschools/Training/Governing-Board-Online-Training.aspx	
3-Apr-15		Final Charter Approval				
1-Apr-16	30-May-16	Staff hiring, Supply Purchasing, Candidates for jobs are interviewed, offers extended. Supplies are ordered for furnishing school. May Faire event for all incoming families.	All applicable staff			
3-Apr-15	June 30,2015	Begin marketing, fund raising, and building campaigns to include: Identify and submit grant and loan applications, Finalize website and social media strategy, hold recruiting meetings for potential teachers, post job positions on Waldorf websites, Submit relevant grant/loan applications, meet with philanthopists, Continue to meet with developers on properties.	All applicable staff		http://www.schools.utah.gov/charterschools/Funding/Funding-Information.aspx	R277-470.
30-Apr-15	1-Sep-15	Board / Staff training	All applicable staff	Board members and/or staff members attend USOE sponsored CACTUS training	http://www.schools.utah.gov/cert/	R277-470- 4(A)
30-Apr-15	1-Sep-15	Board / Staff training	All applicable staff	Board members and/or staff members attend USOE sponsored Faculty and Staff Licensure training	http://www.schools.utah.gov/cert/Alternative-Routes-to-Licensure.aspx	R277-470- 4(A)
30-Apr-15	1-Sep-15	Board / Staff training	All applicable staff	Board members and/or staff members attend USOE sponsored Finance & Statistics training	http://www.schools.utah.gov/finance/Professional-Development/Charter-School.aspx	R277-470-9
30-Apr-15	1-Sep-15	Board / Staff training	All applicable staff	All board members attend State Charter School Board mandated Governing Board training	http://schools.utah.gov/charterschools/Charter-School-Application/New-School-Application/Charter-School-	R277-470- 4(A)
30-Apr-15		Board / Staff training	All applicable staff	Board members and/or staff members regularly attend USOE sponsored Charter Directors' monthly training from September 30 of the Planning Year	http://www.schools.utah.gov/charterschools/Training/Directors-Meetings.aspx	R277-470- 4(A)
30-Jun-15		Board / Staff training	Board	Meeting minutes of all board meetings from official charter approval by the State Board of Education	http://www.le.utah.gov/UtahCode/section.jsp?code=52-4	UCA 52-4-203

30-Jun-15		Board of Directors established and setting policy for the school				(Refer to chapter on Open & Public Meetings Act)
1-May-15		Research and develop system for: Upload New Core Code Table for edit program (needed for Clearinghouse uploads)	Administrative Assistant			Bruce Hudgens USOE Computer Services (801) 538-7926
1-May-15		Begin to define format for:Charter School Monthly Financial & Enrollment Report for preceding month	Administrative Assistant			Cory Kanth:USOE Charter Schools (801) 538-7703
June 3 (Last business day)		Criminal background checks completed for all current board members. Within 90 days of charter approval	Administrative Assistant	Background check authorizations and results are on file with Charter School Section office (Note: checks must be completed within 14 days prior to the approval of any new board members.)		http://publicsafety.utah.gov/bci/
29-Jun-15		Set up and train on:Cactus Educator online service	Director			Emily Tew USOE Data & Accountability (801) 538-7947
						Year-end update of teacher assignments, demographics, educational attainment, professional experience, and salariesinto the CACTUS database.
15-Jul-15		FY Revolving loan time line, APPLICATION RELEASE	Business Manager			http://www.schools.utah.gov/charterschools/Funding/Funding-Information.aspx
15-Jul-15		File budget for current year to the Utah State Auditor and USOE	Business Manager			Kent Godfrey State Auditor's Office (801) 538-1384 Von Hortin USOE Finance & Statistics (801) 538-7670 Use AFR form: www.schools.utah.gov/sfacs/

20-Jul-15		Set up plan for the following: Charter School Monthly / Quarterly Financial & Enrollment Report for preceding month/quarter	Business Manager		Cory Kanth USOE Charter Schools (801) 538-7703 Monthly reports required for schools in the 1st year of operation, quarterly thereafter. Report form found at: http://www.schools.utah.gov/charterschools/School-Resources/Forms-and-Required-	
31-Jul-15		Set up operating system for the following: Utah Money Management Report	Business Manager		Ann Pedroza Money Management Council (801) 538-1883 Data as of June 30, 20??. Request for report sent from	
July 31 (Last business day in July)		Set up reporting procedure for the following: Monthly report to school districts (required of new and expanding schools)	Administrative Assistant		Marlies Burns USOE Charter Schools (801) 538-7817 Reports must contain the aggregate numbers of new students, sorted by their resident school and grade level, who have accepted enrollment in the charter school for the following	UCA 53A-1a-506.5(4)
1-Aug-15		SIS Training	Director, Administrative Assistant		http://www.schools.utah.gov/computerservices/Services/Student-Information-System.aspx	
1-Aug-15		Cactus Training	Director, Administrative Assistant		https://www.uen.org/cactus/login.do	
1-Aug-15		MSA has acquired, through purchase, lease or otherwise, the location and facility for the school	Board	Purchase or lease agreement for review and advice	USOE, Jenefer Younfield, School construction specialist, School finance and statistics.	UCA 53A-1a-507(9)
15-Aug-15		FY Revolving Loan Timeline: APPLICATION DUE	Business Manager		http://www.schools.utah.gov/charterschools/Funding/Funding-Information.aspx	

18-Aug-15	22-Aug-15	FY Revolving Loan Timeline: REVIEW OF APPLICATIONS	Business Manager		http://www.schools.utah.gov/charterschools/Funding/Funding-Information.aspx	
25-Aug-15	29-Aug-15	FY Revolving Loan Timeline: Revolving Loan Fund Committee Meeting	Business Manager		http://www.schools.utah.gov/charterschools/Funding/Funding-Information.aspx	
1-Aug-15	28-Nov-15	Finalize location plans and administration. Continue to hold informational and recruitment meetings. Finalize plans for school location. Continue to identify and apply for relevant grants.	Board			
1-Sep-15		Ulips training/Core	Pedagogical Director, Director		http://charter.utips.org	
1-Sep-15	5-Sep-15	FY Revolving Loan Timeline: Notification	Business Manager		http://www.schools.utah.gov/charterschools/Funding/Funding-Information.aspx	
11-Sep-15		FY Revolving Loan Timeline: State Charter School Approval	Business Manager		http://www.schools.utah.gov/charterschools/Funding/Funding-Information.aspx	
30-Sep-15		Begin USOE sponsored directors trainings	Director/Administrative Assistant		http://www.schools.utah.gov/charterschools/Training/Directors-Meetings.aspx	
1-Oct-15		Ulips training/Core	Pedagogical Director, Director		http://charter.utips.org	
3-Oct-15		FY Revolving Loan Timeline: Utah State Board of Education Approval	Business Manager		http://www.schools.utah.gov/charterschools/Funding/Funding-Information.aspx	
1-Jan-16		MSA has secured and entered into agreement with property agency	Board	SP-4 submitted to School Construction Inspection Specialist	USOE, Jenefer Younfield, School construction specialist, School finance and statistics.	R277-471
1-Dec-15		Research and develop system for the following: Annual Title I Desktop monitoring instrument, (if applicable)	Board		http://www.schools.utah.gov/fsp/College-and-Career-Ready/Monitoring/Monitoring-handbook.aspx	
31-Dec-15		Prepare reporting system for: Monthly report to school districts (required of new and expanding schools)	Administrative Assistant		Marlies Burns	UCA 53A-1a-506.5(4)
					USOE Charter Schools (801) 538-7817	Reports must contain the aggregate numbers of new students, sorted by their resident school and grade level, who

1-Jan-16	1-Feb-16	Lay Administrative ground work. Administration begins working full time: Write handbooks, Policies and procedures, Employment contracts, finalize curriculum guide, finalize calander and bell schedule, set up insurance policies, Workmans comp and benefits. Open lottery to families.	All applicable staff			
31-Jan-16		File DWS wage report for prior quarter	Business Manager	Utah Department of Workforce Services	https://jobs.utah.gov/ui/employer/Public/Handbook/EmployerHandbookFAQs.aspx?AspxAutoDetectCookieSupport=1	
February 1 to end of construction project 2016		MSA utilizes construction and property professionals to facilitate upgrade and retrofit of all charter school facility requirements.	Board	SP-8 submitted to School Construction Inspection Specialist monthly	http://www.schools.utah.gov/finance/facilities/forms/forms.htm	R277-471
1-Feb-16		Projected student enrollment by grade	Director	Student enrollment projection by grade levels based on initial lottery	http://schools.utah.gov/data/Educational-Data/Accountability-School-Performance.aspx	UCA 53A-1a-508(3)(a-b) and 53A-1a-506.5
February 2016 3rd Friday		Deadline for next year's enrollment	Director			UCA 53A-1a-506.5(1)(b)(iii)
1-Mar-16		Written notification of acceptance or rejection of application from charter school to student's parent/legal guardian Lottery, Budget, Hiring, and building complete. Lottery is complete and families are notified- enrollment numbers finalized. Budget is finalized, Teaching and staff positions are officially open.	Administrative Assistant			
1-Apr-16		Train on procedures and documentation regarding CRT testing occurs 6 weeks prior to the last Monday of the school year (6 week period)	Pedagogical Director	http://www.schools.utah.gov/assessment/reports.aspx	Sharon Marsh	
					USOE Computer Services (801) 538-7915	
1-Jun-16	30-Jul-16	Staff Training through Waldorf programs	All applicable staff		http://www.rudolfsteinercollege.edu	
31-Jul-16		Set up reporting procedures for the following:	Administrative Assistant		Utah Department of Workforce Services	
		File Department of Workforce Services (DWS) report for prior quarter			http://jobs.utah.gov/	
31-Jul-16		All staff positions have been filled and employment applications and "contracts" are on file for each staff member	Administrative Assistant	Daily schedule of teaching activities including course title, number of students per course, preparation periods, bell schedule, etc.		

31-Jul-16		Teaching staff hold teaching licenses in Utah or are enrolled in alternative routes to licensure program	Director	Valid Utah teacher's license listing certification areas in teaching staff files indicated by 1.) copy of valid license; 2) letter from Educator Quality Services indicating that teacher is eligible to apply for license and has done so; OR	http://www.schools.utah.gov/cert/Alternative-Routes-to-Licensure.aspx	R277-503
31-Jul-16		Teaching staff hold teaching licenses in Utah or are enrolled in alternative routes to licensure program	Pedagogical Director	Evidence of enrollment in alternative routes to licensure program in teaching staff files.	http://www.schools.utah.gov/cert/Alternative-Routes-to-Licensure.aspx	R277-503
31-Jul-16		Paraprofessionals meet requirements under No Child Left Behind (NCLB)	Director	Evidence in staff files that paraprofessionals whose duties include instructional support have one of the following: 2 years of higher education; an associate's (or higher) degree; or a passing score	http://www.schools.utah.gov/cert/No-Child-Left-Behind.aspx	R277-524
31-Jul-16		Special Education Teaching Staff (Teacher of Record)	Pedagogical Director	1) Signed "contracts" for special education teachers; 2) Evidence that special education teachers hold valid certification in State of Utah	http://www.schools.utah.gov/sars/	
31-Jul-16		Initial background checks for all staff and volunteers have been requested	Administrative Assistant	Background check authorizations and results are on file for all staff members and volunteers who have unsupervised contact with children	http://publicsafety.utah.gov/bci/	UCA 53A-1a- 512.5
31-Jul-16		Curriculum	Pedagogical Director	Daily schedule of teaching activities including course title, number of students per course, preparation periods, bell schedule, etc.		
31-Jul-16		Instructional materials and supplies	Pedagogical Director	Evidence that materials and supplies are in stock or on order and will be delivered in time for school opening		UCA 53A-1a- 508(3)(e)

31-Jul-16		Electronic system for maintaining student records has been implemented	Director	Evidence that an electronic student record system is in place (information should be easily [dis]aggregated by race, gender, district of residence, special education, free/reduced lunch, etc.)	http://www.hobsons.com/education-solutions/solutions/engage-enroll/etranscripts/state-education-agencies-projects/utrex-etranscripts/	
31-Jul-16		Provisions have been made for health services, screenings, and immunization records	Administrative Assistant	Evidence that health services may be available (school nurse on staff or contract, contract with local health facility, etc.)	https://utahcharters.org/2014/08/29/utah-state-nurse-consultant-q-a/	UCA 53A-11- 204
31-Jul-16		Provisions have been made for health services, screenings, and immunization records	Administrative Assistant	Evidence that procedures are in place for administering student medications (e.g. specific staff members identified and trained to administer medication)	http://www.immunize-utah.org/school%20and%20childcare%20requirements/school%20and%20childcare%20immunization%20requirements/index.html	UCA 53A-11- 601
31-Jul-16		Provisions have been made for health services, screenings, and immunization records	Administrative Assistant	Evidence that procedures are in place to document student immunizations	http://www.hobsons.com/education-solutions/solutions/engage-enroll/etranscripts/state-education-agencies-projects/utrex-etranscripts/	UCA 53A-11- 301
31-Jul-16		Provisions have been made for health services, screenings, and immunization records	Administrative Assistant	Evidence that procedures are in place to screen and document student hearing, vision, and posture	http://www.hobsons.com/education-solutions/solutions/engage-enroll/etranscripts/state-education-agencies-projects/utrex-etranscripts/	UCA 53A-11- 203
31-Jul-16		Construction and all work is complete and all required inspections have been completed successfully	Board	Documentation from the local Department of Health on file with School Construction Inspection Specialist	http://www.schools.utah.gov/finance/Facilities/School-Construction-Resource-Manual/2013ResourceManual.asp	R277-471, note link to school construction resource
31-Jul-16		All required inspections have been completed successfully	Board	Documentation from the Fire Marshall on file with School Construction Inspection Specialist	http://www.schools.utah.gov/finance/Facilities/School-Construction-Resource-Manual/2013ResourceManual.asp	R277-471
31-Jul-16		All required inspections have been completed successfully	Board	Documentation from the Building Inspector on file with School Construction Inspection Specialist	http://www.schools.utah.gov/finance/Facilities/School-Construction-Resource-Manual/2013ResourceManual.asp	SP-9 Final inspection Cert. SP-10 Cert of Occupancy, SP-11

31-Jul-16		Iowa testing materials	Administrative Assistant	Evidence that the appropriate Iowa testing materials are on order and will be delivered in time for test administration	http://riverpub.com/products/itbs/details.html	
31-Jul-16		Set up and assign Assessment Director to prepare for Core CRT spring testing	Board/Assesment Director (TBA)	Evidence that the appropriate arrangements have been made in order for schools to administer Core CRT spring testing Assesment director assigned (SAGE)	http://www.schools.utah.gov/assessment/Testing-Director-Resources/Testing-Directors-Meetings.aspx	
31-Jul-16		Collection of baseline data on student performance and other school indicators	Director	Plan for establishing baseline data on student performance and other school indicators		UCA 53A-1a- 520
31-Jul-16		Strategy for measuring and reporting student level data consistent with state and federal requirements	Director	Plan and/or system for measuring student performance		UCA 53A-1a- 520
31-Jul-16		Strategy for measuring and reporting student level data consistent with state and federal requirements	Director	Plan and/or system for reporting data consistent with state and federal requirements		UCA 53A-1a- 520
31-Jul-16		Plan for data driven decision making after CRT results are received	Pedagogical Director	Plan for utilizing CRT data to drive instructional decisions for following school year(s)		UCA 53A-1a- 520
1-Aug-16		Statistical Performance Report (NCLB data collection)	Administrative Assistant		Kreig Kelley USOE Title I (801) 538-7975 Must be completed electronically if receiving Title I funds. submit reports electronically to kreig.Kelley@schools.utah.gov	
1-Aug-16		Facility completed, Staff to work. Building completed, Classrooms painted and furnished, Staff begins to work, Technology, communications and compliance training for staff	All applicable Staff			
2-Aug-16		Assurances and Compliance Statement	Director		Emily Tew USOE Data & Accountability (801) 538-7947 Both forms must be signed and faxed to Emily Tew at (801) 538-7845 Reed Spencer USOE Curriculum (801) 538-7785	
20-Aug-16		Charter School Monthly Financial & Enrollment Report for preceding month	Business Manager		Cory Kanth USOE (801)538-7703	

August 31 (Last business day)		Monthly report to school districts (required of new and expanding schools)	Administrative Assistant		Marlies Burns USOE (801) 538-7817	UCA 53A-1a-506.5(4)
31-Aug-16		Staff training	Director		Principal/Director attended a USOE sponsored Special Education training session (Charter Section H – Assurances)	
31-Aug-16		Student policies (including suspension and expulsion) have been established and are available to students and parents in written form	Administrative Assistant		Copy of student policies (including suspension and expulsion) has been distributed to students and parents in written	UCA 53A-1a-508(3)(f)
1-Sep-03		Vision screenings for all pre-K and K students	Administrative Assistant		Cindey Page Services – Blind & Visually Impaired (801) 323-4371	
					Enrollment report for Kindergarten is due within 14 days from the start of school. Additional reports are due within 2 weeks of new student enrollment	
1-Sep-16		School opens				

Section 9
EDUCATION SERVICE PROVIDERS

A. INTENT

WWCS has discussed services available from Educational Service Providers (ESP) and interviewed various ESP's. Presently, WWCS does not intend to contract with an ESP. However, WWCS reserves the right to contract should the Governing Board determine that an ESP will provide better expertise and alignment with WWCS's mission. Among the activities that may be contracted are: Janitorial Services, Assessment Coordination, and Finance and Regulatory Compliance.

Appendix A

List of Administrative Rule Waivers Requested

WWCS is not requesting waiver of any Administrative Rules at this time.

Appendix B

Memoranda of Understanding

WWCS has not signed any Memoranda of Understanding nor entered into any Contracts or Agreements at this time.

Appendix C
Budget Forms

	2015-2016 Planning Year	2016-2017 100% Enrollment (540)	2016-2017 75% Enrollment (405)	2017-2018 100% Enrollment (540)	2017-2018 75% Enrollment (405)
TOTAL REVENUE	300,000	3,111,442	2,387,983	3,225,131	2,251,376
TOTAL EXPENSES	\$284,500	\$2,732,290	\$2,259,090	\$2,782,290	\$2,209,340
TOTAL RESERVE	15500	379152	128893	442841	42036
PERCENT RESERVE	5%	12%	5%	14%	2%
Revenues	-				
Local Sources					
Friday Lunch Sales		18360	13770	18360	13770
Friday Extended Care		36720	27540	36720	27540
Kindergarten Extended Care		57500	45000	57500	45000
Other Fundraising	50000	16200	12150	16200	12150
TOTAL LOCAL REVENUE	50000	128780	98460	128780	98460
State Sources					
WPU and Other Programs		2592926	1930819	2592926	1930819
Revolving Loan	150000	150,000	150000		
Start-up Grant	100000	100,000	100000		
TOTAL STATE REVENUE	250,000	2,842,926	2,180,819	2,592,926	1,930,819
Federal Sources					
IDEA		72000	54000	72000	54000
Title I & II		52236	39204	52273	39204
TOTAL FEDERAL REVENUE		124236	93204	124273	93204
Prior Year Carry-Over		15500	15500	379152	128893
Expenses	-				
100 Salaries					
Executive Director		75000	70000	75000	70000
Pedagogical Director		58000	50000	58000	50000
Business Administrator		70000	65000	70000	65000
Community Outreach		15000		15000	
Administrative Assistant		40000	30000	40000	30000
Secretary		13000	13000	13000	13000

Custodian		24800	24800	24800	24800
Assessment Coordinator		40000	30000	40000	30000
Class Teachers		637500	525000	637500	487500
Paraprofessionals		51000	20000	51000	20000
SPED Director		55000	50000	55000	50000
SPED Teachers		73000	37500	73000	37500
SPED Aides		17000	10000	17000	10000
Specialty Teachers (Full & Part Time)		\$160,000	100000	\$160,000	50000
Full-time Substitute		\$20,000	15000	\$20,000	15000
Librarian / IT		\$25,000	25000	\$25,000	25000
TOTAL 100 SALARIES		1374300	1065300	1374300	977800
200 Benefits		\$412,290	319590	\$412,290	293340
TOTAL 200 BENEFITS		\$412,290	319590	\$412,290	\$293,340
300 Prof & Technical Services					
Administrative Services	45000				
Business Services	60000				
SPED Contractors		40000	35000	40000	35000
Professional Development	20000	\$22,000	18000	\$22,000	18000
Legal	5000	5000	5000	5000	5000
Acct / Audit		2000	2000	2000	2000
Technology Services	5000	2000	2000	2000	2000
Assessment Consultations	10000				
TOTAL 300 PROFESSIONAL SERVICES	145000	71000	62000	71000	62000
400 Purchased Property					
Water/Sewage/Garbage		6000	6000	6000	6000
Repairs/Maintenance		10000	8000	10000	8000
Lawn Care/Snow		10000	8000	10000	8000
Property Taxes		40000	40000	60000	60000
Facility Lease		500,000	500,000	600,000	600,000
Copy Machine Lease		12000	10000	12000	10000
TOTAL 400 PURCHASED PROPERTY		578000	572000	698000	692000
500 Other Purchased Services					
Property, Liability Insurance	2000	17000	17000	17000	17000
Marketing	5000	5000	5000	5000	5000

Board Expenses	500	500		500	
Telephone		7000	7000	7000	7000
Internet		8000	8000	8000	8000
Field Trips		18000		18000	
TOTAL 500 OTHER SERVICES	7500	55500	37000	55500	37000
600 Supplies and Materials					
Classroom		15000	13000	15000	10000
Office Supplies	5000	20000	20000	20000	17000
Professional Development		2000	1000	2000	1000
Special Education Materials		2000	1000	2000	1000
School Events		4000	2000	4000	2000
Utilities		40000	40000	40000	40000
Curriculum	5000	45000	40000	10000	10000
Library		9000	5000	9000	5000
Software	2000	10000	10000	10000	10000
Maintenance and Cleaning		1200	1200	1200	1200
TOTAL 600 SUPPLIES	12000	148200	133200	113200	97200
700 Property, Equipment					
Land Improvements		2000		2000	
Kitchen Equipment	10000				
Furniture and Fixtures	70000	30000	20000	10000	10000
Technology-related Hardware	40000	20000	15000	5000	5000
Facility Equipment		2000		2000	
TOTAL 700 PROPERTY, EQUIPMENT	120000	54000	35000	19000	15000
800 Debt Service & Misc					
Dues and Fees		2000	2000	2000	2000
Charter Assn Dues		3000	3000	3000	3000
Revolving Loan Repayment		30000	30000	30000	30000
Misc		4000		4000	
TOTAL 800 DEBT SERVICE		39000	35000	39000	35000

Attachment A

Governing Board Meeting Minutes

Meeting Minutes for March 8, 2014

Attending: Byron Harvison, Kim Haleck, Mairin Elmer, John Hardy, Anne Cannon

The Meeting called to order at 10:44 a.m.; Mr. Harvison was asked to lead the discussion.

The Board discussed the purpose of the meeting, and the need to discuss the incorporation documents and other charter related documents.

The Board briefly discussed the Board director positions as indicated in the proposed bylaws. The Board members were requested to consider positions each would like to fill, including President, Vice-President, Secretary, and Treasurer.

Ms. Cannon requested she not take a position on the Board because of other commitments and inability to fully commit to the needs of the Board. The other Board members agreed she would not have to do this.

Elections were held:

President—Mr. Hardy nominated Mr. Harvison as President of the Board; Ms. Cannon seconded the nomination. Discussion of the nomination proceeded quickly, and a vote was held. Mr. Harvison was elected on a vote of 4-0-1 with Mr. Harvison abstaining.

Treasurer—Mr. Harvison nominated Mr. Hardy as Treasurer of the Board; Ms. Elmer seconded the nomination. Discussion of the nomination proceeded quickly, and a vote was held. Mr. Hardy was elected on a vote of 5-0-0.

Vice-President—Ms. Cannon nominated Ms. Haleck as Vice President. Ms. Elmer expressed interest in the Vice President position also. The Board discussed the purpose of the position of Vice President as well as that of Secretary, as whoever was not elected as Vice-President would likely be Secretary. After further discussion, Mr. Harvison seconded the nomination of Ms. Haleck as Vice President. Ms. Haleck was elected on a vote of 5-0-0.

Secretary—Mr. Hardy nominated Ms. Elmer as Secretary; Mr. Harvison seconded the nomination. Discussion was not held on the nomination but a vote was immediately called. Ms. Elmer was elected on a vote of 4-0-1 with Ms. Elmer abstaining.

After elections were held, several resolutions were presented:

Articles of Incorporation—Mr. Harvison moved to vote on the Articles of Incorporation; Mr. Hardy seconded the motion. Ms. Cannon asked to review the articles of incorporation again in light of some changes made to the Article III, Section 1. After reviewing the section again Ms. Cannon agreed with the changes. All agreed they had adequate time to review the Articles of Incorporation and a vote was called. The Articles of Incorporation were approved and adopted on a vote of 5-0-0.

Bylaws—Mr. Harvison moved to vote on the Bylaws; Mr. Hardy seconded the motion. Little discussion was had; all but Ms. Elmer agreed they had adequate time to review the Articles of Incorporation and a vote was called. The Articles of Incorporation were approved and adopted on a vote of 4-0-1, with Ms. Elmer abstaining.

Board Resolution 1—Mr. Harvison proposed Board Resolution 1, which is a document that will be included as Appendix C of the Charter. With the help of Emily Merchant, discussion was had about Appendix C, which give the Board purchasing authority on behalf of the organization. Mr. Harvison moved to vote on Board Resolution 1 and Mr. Hardy seconded. Board Resolution 1 was approved and adopted on a vote of 5-0-0.

Board Resolution 2—Mr. Harvison proposed Board Resolution 2, allowing the organization to opt-out of the state retirement program. Discussion was had over the costs of the state retirement program and the organization's inability to pay for it. Mr. Harvison moved to vote on Board Resolution 2 and Mr. Hardy seconded. Board Resolution 2 was approved and adopted on a vote of 5-0-0.

Upon completion of voting, Mr. Harvison called the meeting to a close. The meeting ended at 11:12 a.m.

WWCS Charter Board Meeting—September 13, 2014

Present: Byron Harvison, Kim Haleck, Anne Cannon

Absent: John Hardy, Mairin Elmer

Byron Harvison brought the meeting to order at 12:05 p.m.

Item 1—Replacement of Board Member and Secretary: Byron Harvison announced that Mairin Elmer submitted resignation as a member of the Board and as Secretary of the Board. Emily Thunberg was nominated as a new board member by Anne Cannon; Kim seconded the motion.

A vote was taken: 3-0-0 (motion carried)

Item 2—Selection of Executive Director: Byron Harvison indicated that the Board needed an Executive Director to help manage day-to-day activities. Byron Harvison suggested that Emily Merchant be selected as the executive director of the organization and nominated her as such; Anne Cannon seconded the motion. The Board proceeded to an immediate vote without discussion.

A vote was taken: 4-0-0 (motion carried)

Item 3—Changes to Existing Bylaws: Various suggested changes were made to bylaws in order to bring the charter application into compliance with state requirements. Byron Harvison turned time over to Emily Thunberg to discuss changes. Emily Thunberg explained many of the changes required by the state. Specifically, she briefly discussed of the following policies:

1. Changes to procurement policy
2. Removal of language referring to outmoded technologies.
3. Addition items relating to political activities
4. Non-discrimination policy

Anne Cannon indicated she did not get a copy of the bylaw changes and was not able to review them before the meeting; she indicated she was unable to vote on the policies without prior review. Byron Harvison suggested that despite Anne Cannon not having the opportunity to review the changes that, given the time constraints concerning the charter application, the 3 Council members that had an opportunity to review the changes vote now. Emily Thunberg proceeded to make a motion to approve the following policies and amend the bylaws and articles of incorporation:

1. Gift Policy and Disclosure Form
2. Fixed Asset Management Policy

3. Record Keeping Policy and Procedure
4. Petty Cash and Procedures Policy
5. Internal Controls Policy
6. School property Policy
7. Procurement Policy
8. Fundraising Policy
9. Non-Discrimination Policy

Kim Haleck seconded the motion.

A vote was taken: 3-0-1 (Anne Cannon abstaining; motion carried)

Item 4—Approval of Board Minutes: Emily Thunberg made a motion to approve the minutes of the previous board meetings; Kim Haleck seconded the motion. The Board proceeded to an immediate vote without discussion.

A vote was taken: 4-0-0 (motion carried)

Having completed all of the business before the Board, Byron Harvison adjourned the meeting at 12:21 pm.

December 6, 2014 WWCS, Board Meeting

12:00 Noon, Meeting Called to Order

Present: Kim Haleck, John Hardy, Ary Faraji, Emily Thunberg, Lisa Canella, Robert Macdonald

Not Present: Byron Harvison

- 1- Approval of November 8, 2014 Meeting Minutes
John moved to approve minutes, Ary seconded
Unanimous approval, Byron being absent
- 2- Vote on Name Change
Discussion on suggestions for the name of the school from the Marketing Committee
Kim moved to change the name to “Wasatch Waldorf Charter School,” John seconded
Unanimous approval, Byron being absent
- 3- Vote on Governance Structure
Discussion on proposal to change the Articles of Incorporation and By-laws to adjust the governing structure to not require 2 members each from Faculty and Community Councils and to change the name from “Charter Council” to “Governing Board” and to change the name of the organization to “Wasatch Waldorf Charter School.”
Ary motioned to approve the changes to AOI and Bylaws as distributed, Kim seconded
Unanimous approval, Byron being absent
- 4- Vote on total enrollment numbers
John moved to increase enrollment request to 540, Ary seconded
Unanimous approval, Byron being absent

5- Vote on Board Members

Discussion on options for filling vacancies

Kim moved to add Lisa Canella and Robert Macdonald to the governing board, Ary seconded

Emily verified that Robert and Lisa would accept, which they indicated they would do

Unanimous approval, Byron being absent

Ary explained his potential conflict of interest based on his relationship with a board member of the State Charter Board and suggested that he be removed from the board. Discussion about the change occurred.

Robert moved that Ary be voted off the board, Lisa seconded

Unanimous approval, Byron being absent

6- Vote to accept Board Agreements and Calendar

Discussion on the board training schedule and calendar items. Vote postponed until next month to provide more time for review.

Emily motioned to adjourn meeting at 12:26, John seconded.

Unanimously adjourned.

Attachment B

Background Information Sheets and Consent for Background Checks

BYRON HARVISON

Name: Byron Harvison

Role with school: Governing Board President

Expertise: United States Army Officer, currently serving as the Deputy State Judge Advocate for the Utah National Guard. Versed in Waldorf philosophy. Experienced in management including leadership, budgeting, government contracting, and employment agreements.

Statement of Intent: I am committed to serving on the WWCS Governing Board in order to help create a school that will serve my community's children in innovative ways by offering a Waldorf education in a charter school setting. I am dedicated to the Rudolf Steiner ideal of individualized, experiential, and student-centered education and to the principle of choice in education. I want to be involved in advancing the quality of education in the state of Utah as detailed in the WWCS Charter. I bring to this process my personal interest in education, my strong leadership background, and most importantly, my love of learning.

Not-for-Profit History: I have experience in group organization by way of my 15 years serving in the United States Army. I managed employees, deployed internationally several times, and planned and executed fund-raising activities. I have also legally reviewed fiscal matters to ensure their compliance with both Military and Federal fiscal law regulations. I have served in the capacity of Ethics Advisor for many commanders, and am well-versed in both State and Federal ethics regulations.

Employment History: I am a licensed attorney with over fifteen years service in the Army. My skills include trial court experience, fiscal and administrative law expertise, and ethics advisor education. I currently serve as the Deputy State Judge Advocate for the Utah National Guard, located at Joint Force Headquarters, Draper, UT. In 2004 I commissioned as an Armor Officer, and deployed as a Platoon Leader to Afghanistan less than a year later. Army officers are responsible for developing and overseeing training of their Soldiers, evaluating the performance of their subordinates, and executing missions. In 2008 I graduated from law school and re-branched into the Judge Advocate Corps of the Army. I have served as an operational law attorney, administrative and fiscal law attorney, and a trial defense attorney. My duty assignments have included Ft. Bragg, NC, Baumholder, Germany, Camp Arifjan, Kuwait, and Draper, UT.

Education History: I graduated from Sam Houston State University, Huntsville, TX, with a BFA in Art-Photography, Summa Cum Laude, in 2002. I earned my Juris Doctor from the University of Tulsa College of law in 2008, and was admitted to the Oklahoma bar in 2008.

KIM HALECK

Name: Kimberly Haleck

Role with school: Governing Board Vice-President

Expertise: Client interface and executive administration experience, Lifeways North America Early Childhood Certification (Waldorf-based education training), familiarity with Waldorf-based philosophy and curriculum

Statement of Intent: As Council vice-president of WWCS charter school I will oversee Governing Board's development and training as well as assist in maintaining a clarity and focus on the collective vision of a Waldorf education. I have been involved in Waldorf education through the Parent Education Program at the long-established San Francisco Waldorf School, as a parent of a preschooler at the Waldorf-inspired Morning Glory Preschool in San Francisco, as a student in the year-long Lifeways North America Early Childhood certification program, and as a participant in the San Francisco Rudolf Steiner Anthroposophical study group (upon whose philosophies Waldorf education is based). I also briefly worked in the Waldorf preschool my daughter attended. Having been exposed to the inner workings of such longstanding and highly successful Waldorf schools, I offer a vision of and passion for the phenomenally holistic and developmentally appropriate educational approach which sets the Waldorf approach apart as the fastest growing global educational movement today. I am committed to helping WWCS Waldorf charter school succeed and flourish so that my children, and as many children as possible here in the Salt Lake Valley and surrounding areas, may have access to this incredibly inspired, stimulating and nurturing form of education.

Not-for-Profit History: I have held various leadership positions in an ecclesiastical setting and used organizational skills to successfully assist a high level executive in the Corporate Real Estate sphere. These skills are transferrable to the non-profit realm.

Employment History: Taught and developed ESL curriculum at Nomen Global Language Center (Provo, UT), volunteered at Morning Glory (Waldorf) Preschool (San Francisco), worked as Executive Assistant at Shorenstein Company, a national owner-operator of Class A office properties, based in San Francisco, where I was responsible for monthly financial owner draws for the Non-Fund holdings, amongst other organizational responsibilities.

Education History: French Major, English Minor from Brigham Young University, graduated 2002; Lifeways North America Early Childhood Certificate Program enrolled 2010-11.

JOHN HARDY

Name: John Hardy

Role with school: Governing Board Treasurer

Expertise: Real Estate Development and Financing.

Statement of Intent: I have found that learning is a lifelong pursuit that compliments a more prosperous and fulfilled life. When the love of learning is developed in a child at an early age, that child more fully realizes her full potential throughout her lifetime. Educating our children is of utmost importance in our community and state. The best educational outcomes are created when the government, community, parents and caregivers, and all other concerned citizens combine to prepare a child to participate in the community and world that she will inherit. Best educational options are administered on a local level by those who have the most vested interest in the success of their children. Waldorf education meets a real formative need in a community that is richly diverse in culture and experiences as is Salt Lake City and surrounding areas. I am committed to the highly successful educational experience that Waldorf education will bring to my community.

Employment History: I am licensed as both a Realtor and a General Building Contractor. I am self-employed and have, over the last 15 years supervised sales teams and craft employees for the successful completion of multiple housing projects in the Wasatch Front and one oversees project in Chile. As a builder I have enjoyed numerous successes. As a member of Cinnamon Ridge Homes, we received the "People's Choice" award for 2005 Salt Lake Parade of Homes. During that year I oversaw sales and production of close to 40 single family homes in the Salt Lake Valley, for over \$14 million dollars in sales. I currently work with a land acquisition, entitlement and development team, as well as continue to build single family homes, remodel existing homes, and perform an occasional tenant improvement for commercial clients.

Education History: I will be graduating with a Master in Real Estate Development (MRED) from the University of Utah during the summer of 2014 with an emphasis in financing and entrepreneurship. I have recently completed a large research project on charter school development in Utah.

EMILY THUNBERG

Name: Emily Thunberg

Role with school: Governing Board Secretary

Expertise: I have a BA and an MBA and have experience in business start-up and formation and 3 years of non-profit board governance experience. I am an independent student of Rudolf Steiner and trained in Waldorf philosophy and music.

Statement of Intent: I am committed to serving on the WWCS Governing Board in order to serve the children and parents of the school's community by offering Waldorf curriculum in music, story-telling, form-drawing, chalkboard drawing, and movement and math instruction in a way that is lively; keeping a whole view of the children and classroom. I am dedicated to the Rudolf Steiner ideal of individualized, experiential, and student-centered education and to the principle of choice in education. As an educator, I

desire bringing a sense of artistic learning to my community of students and parents and increased artistic and nature connections for students involved in public schools. As a business leader, I desire to provide financial and business support to the organization.

Not-for-Profit History: I served as a PR volunteer and then became a board member then the president of the board of the Mundi Project. My services whether in writing press releases or assisting in event planning brought about interdisciplinary art performances to benefit students of Title 1 schools in the Salt Lake School District.

While being the president of the board, I was responsible for board governance, recruitment and on-boarding procedures. I partnered with Westminster College for fundraiser, advocacy, and board-match events and also got board approval and acceptance of a new advisory board, 4 new board members, a 2-year strategic plan, and board agreements. I also assisted the Executive Director in school performance outreach of Salt Lake School District.

Around the same time I personally got a service learning grant for the To Dream performance. On November 1, 2011. The To dream multidisciplinary concert integrated 3 art disciplines and merged them into a piano concert surrounding the theme of dreams. Westminster students in Art and English were invited to participate in creating visual and poetry backdrops for the concert. English student Monica Walker recited famous poetry and her own short story entitled "Desert Walk". The event was sponsored by Westminster College and the Center for Civic Engagement as a part of my SLICE project. Forty students benefitted from the art workshop as the art from this workshop contributed to 2 fabric murals used as a visual back drop to the To Dream Piano Concert. Eighteen pianists, 2 artists, and one poet performed piano music to the hand-made dream quilt made from 40 students from the Neighborhood House. This also served as a small fundraiser for the Piano Bank program and proceeds went to placing more pianos in public spaces.

Also around the same time, I turned the non-profit website into an MBA consulting project for my peer students in the Search Engine Optimization MBA consulting project where we created website goals and objectives, performed a website audit and created a website mock-up, and overall 5 point of engagement strategy. In terms of grant writing, I assisted with the Hope Alliance with grant writing and the organization was awarded \$40,000 upon the completion of the summer project.

Employment History: I started working with schools from across the nation as a Festival Director and Account manager for Heritage Festivals. I contacted about 800 music directors and promoted music travel to 29 destinations and over 100 spring music events. As an event planner, I worked in Anaheim (2008), Orlando (2008), New York (2008), Williamsburg (2009) (2011), San Diego (2011), and Myrtle Beach (2012) (2013). My skills in event management gave me a macroscopic glimpse of the state of the arts in public school education and after completing my time as a Festival Director, I began looking for education models and ways to fully integrate arts to all subjects. This led to my discovery of Waldorf education and I began independent study around 2008.

As the Director of Leadership at the Wayne Brown Institute, I planned and executed weekly speaking series, training, goals setting, and team building of 6 teams; website marketing, content, venture funding program, public relations, events, and administration. I also assisted the screening and interviewing process for the Investor Choice Midway event by exploring new product development and new venture experience through weekly company deal evaluations, one-on-one CEO interviews, and company mentor meetings. I am also

the founder of an outdoor online company SurvivalCreek.com This website procures and sells elite outdoor products that also have a double "survival" feature to them and could be used in different types of survival situations.

Education History: I attended Westminster College Gore School of Business from 2009 to 2013 when I received a Masters of Business Administration degree. I also attended Westminster College for my undergraduate work between 1999–05 and received a Bachelor of Arts in 2005. I have also attended Rudolf Steiner College between 2008 and 2013 and received educational and professional development certificates in Non-Violent Communication, Systematic Leadership, Music week, Foundations week, and Anthroposophical Therapeutic Counseling.

LISA CANELLA

Name: Lisa Canella

Role with School: Governing Board Member

Expertise: Entrepreneur, management, leadership, marketing, community out reach

Statement of Intent: With the discovery of Waldorf education, came desire to know more and drive to make this type of education accessible to all students. As a board member of WWCS I am committed to help create a nurturing academic environment that will inspire our children to become passionate life long learners and responsible citizens. Promoting critical thinking and emotional development that encourages all students to aspire to be their personal best.

Not for Profit History: I've served as a volunteer for InBody Outreach. An organization that provides free yoga and body awareness instructors for individuals or groups who are in therapy or recovery programs, low income populations, people who need greater health awareness, and established yoga wellness programs. I've also coordinated countless events at Cannella's Italian restaurant catering and donating to non profit organizations around the city.

Employment History: I've spent many years working in the service industry. From managing restaurant staff to designing space and seating, developed menu and drink recipes as well as working with graphic designers to help brand concept and establish market presence. I've coordinated numerous grand openings and helped extensively with marketing campaigns and market research. I also obtained my license as a master esthetician. After spending time in spa management I opened my own skin care business.

Education History: In addition to obtaining my license as a master esthetician. I continue to take advanced training courses on a regular basis. I have a love for unconventional learning and continue to read and attend desired classes whenever possible. I am a self taught fashion designer and culinary artist. I follow interests passionately and will continue to educate myself as long as I live.

ROBERT MACDONALD

Name: Robert Macdonald

Role with school: Governing Board Member

Expertise: Faculty at Weber State University and Salt Lake Community College, currently teaching classes in writing, composition, and folklore. Experience in the secondary education classroom and in curriculum development. Versed in Waldorf philosophy and currently certifying as a Waldorf teacher in elementary and secondary education.

Statement of Intent: I am committed to the general mission of expanding Waldorf education worldwide and am particularly devoted to bringing this unique pedagogical approach to the Salt Lake Valley. As a teacher, in implementing these methods in my own classrooms, I have found that a Steiner-inspired approach to education radically transforms and augments the educational environment. My personal interest in helping to found a Waldorf charter in the valley is to make this essential educational option available to my own children, and to bring a greater awareness and presence of Waldorf education to the area and thereby, albeit indirectly, further my goal of marrying Waldorf pedagogy with higher education.

Not-for-Profit History: I have worked directly in the not-for-profit sphere as an employee of Bridgerland literacy. While there, I coordinated the literacy program, trained volunteer instructors, planned community outreach events and helped to maintain our program website. These skills, along with the speaking, organizational, and intrapersonal skills I've developed as a teacher are perfectly transferable to my work on the governing board of a charter school.

Employment History: Literacy Coordinator for not-for-profit Bridgerland Literacy. High school English teacher at Telos Academy. Currently, faculty at Weber State University and Salt Lake Community College, and Waldorf Assistant Teacher at Alpine Kinder-Class.

Education History: Graduated from the University of Utah with a BA in English Literature and Creative Writing in 2006. Studied Folklore and Creative Writing at Utah State University and graduated with an MS in American Studies in 2009. Currently a student at the Micha-el Institute certifying as a classroom and high school Waldorf teacher.

EMILY MERCHANT

Name: Emily Merchant

Role with school: Executive Director

Expertise: Education policy, legislative analysis, curriculum development, project management.

Statement of Intent: My educational and career paths have wandered through many experiences building an understanding of educational theory, practice, law, and pedagogy. After several years of researching and training in Waldorf education, I am committed to creating a Waldorf charter school in Utah to provide this distinct, effective, nurturing form of educational choice to children of all socioeconomic backgrounds. I am committed to authentic educational experiences that preserve children's natural curiosity, imagination and wonder in the world while cultivating high-level thinking skills. I am also committed to furthering my own education and training to be able to continue to effectively lead the school formation and development process to ensure the success of WWCS.

Not-for-Profit History: My experience with non-profit organizations involves course work while studying in the Masters of Public Administration program at the University of Utah, including non-profit management and non-profit law. I also worked with a Governing Board structure and meetings during my work at the

Committee for Education Funding in Washington, DC where I prepared agendas, organized minutes, and coordinated projects for weekly Board meetings for this non-profit lobbying organization.

I have regularly met with not-for-profit organizations, boards and directors in my legislative work. I have advised non-profits on federal grant availability, compliance with relevant federal programs, and worked on development projects that were eligible for directed federal funds. I have spoken at conventions, hosted round-table discussions for stakeholders on various issues, and worked to build consensus across organizations within various social service communities. Consequently, I have a robust understanding of the workings, complexities and demands faced by non-profit entities in Utah. I also have a sound understanding of their management structure and practices.

I have also been involved in not-for-profit community organization, including political campaign organization and working as a leader on a large-scale community initiative related to development in the Wasatch Hollow Community. In this function, I coordinated a community petition, researched construction and development practices, met with elected officials and community leaders, and drafted a 30-page statement and response to the proposed city ordinance. These efforts led to proposed ordinance being reconsidered.

Employment History: In addition to the years I spent working for IHC as a technical writer and editor, I have worked in education and education policy for over eighteen years. I have a wealth of diverse teaching experience in a variety of contexts, including work as a classroom assistant in the Pingree School for Children with Autism, assistant high school debate coach, Kindergarten teacher, elementary art teacher, and teaching in 4th and 5th Grade through a Waldorf Co-op. I also have experience in curriculum development. I developed service learning programs for the psychology department at the University of Utah, where I also worked as a teaching assistant for the Psychology 101 course. I also created dance and arts curriculum for preschoolers, which I taught classes of 3 to 5 year olds for over three years.

The majority of my professional experience involved working on education policy at the Committee for Education Funding in Washington, DC and then as an education policy adviser for a member of the US House of Representatives, for over 6 years, during which I analyzed policy and law, conducted research, met with and addressed education stakeholders, and wrote legislation, including amendments to NCLB.

Education History: I graduated Summa Cum Laude with a BS from the University of Utah where I studied developmental psychology and elementary education. I later studied in the Public Administration program at the University of Utah, where my focus was non-profit management. I completed the Waldorf Teaching Methods Public School Institute training program and am currently working on an MA in Educational Administration and Waldorf Education from Antioch University, with a Waldorf teaching certification and administrative training embedded in the program.

Attachment C

Financial Policies and Procedures

GIFT POLICY AND DISCLOSURE FORM

Date Originally Adopted: 9/13/2014

Revisions:

Related Documents:

In accordance with state ethics laws, Wasatch Waldorf Charter School that Governing Board members and employees decline to accept certain gifts, consideration or remuneration from individuals or companies that seek to do business with the school or are a competitor of it. This policy and disclosure form is intended to implement that prohibition on gifts.

Section 1. "Responsible Person" is any person serving as an officer, employee or a Governing Board member of Wasatch Waldorf Charter School.

Section 2. "Family Member" is a spouse, domestic partner, parent, child or spouse of a child, or a brother, sister, or spouse of a brother or sister, of a Responsible Person.

Section 3. "Contract or Transaction" is any agreement or relationship involving the sale or purchase of goods, services or rights of any kind, receipt of a loan or grant, or the establishment of any other pecuniary relationship. The making of a gift to Kona Pacific is not a "contract" or "transaction."

Section 4. Prohibited gifts, gratuities and entertainment. Except as approved by the Governing Board or its designee or for gifts of a value less than \$50 which could not be refused without discourtesy, no Responsible Person or Family Member shall accept gifts, entertainment or other favors from any person or entity which:

1. Does or seeks to do business with Wasatch Waldorf Charter School or,
2. Does or seeks to compete with Wasatch Waldorf Charter School or,
3. Has received, is receiving, or is seeking to receive a Contract or Transaction with Wasatch Waldorf Charter School.

GIFT STATEMENT

I certify that I have read the above policy concerning gifts, and I agree that I will not accept gifts, entertainment or other favors from any individual or entity, which would be prohibited by the above policy. Following my initial statement, I agree to provide a signed statement at the end of each calendar year certifying that I have not received any such gifts, entertainment or other favors during the preceding year.

Signed

Date

FIXED ASSET MANAGEMENT POLICY

Date Originally Adopted: 9/13/2014

Revisions:

Related Documents:

Capitalization Policy

Physical assets acquired with unit costs in excess of \$10,000 are capitalized as fixed assets on the financial statements. Items with unit costs below this threshold shall be expensed in the year purchased.

Capitalized fixed assets are accounted for at their historical cost and all such assets, except land, are subject to depreciation over their estimated useful lives, as described later.

Contributed Assets

Assets with fair market values in excess of \$10,000 (per unit) that are contributed to WWCS shall be capitalized as fixed assets on the financial statements. Contributed items with market values below this threshold shall be expensed in the year contributed.

Capitalized contributed assets are accounted for at their market value at the time of donation and all such assets, except land, are subject to depreciation over their estimated useful lives, as described later.

Exception for Motor Vehicles

The ownership of any motor vehicle acquired by or donated to WWCS will be transferred to the state of Utah immediately, prior to any official use by the school. Transferring ownership to the state relieves the school of liability related to the operation of the vehicle, and ensures that the vehicle will be insured through the state's self-insurance pool.

Establishment and Maintenance of a Fixed Asset Listing

All capitalized fixed assets shall be recorded in a property log. This log shall include the following information with respect to each asset:

1. Date of acquisition;
2. Cost;
3. Description (including color, model, and serial number);
4. Location of asset;
5. Depreciation method; and
6. Estimated useful life.

A physical inventory of all assets capitalized under the preceding policies will be taken on an annual basis by Wasatch Waldorf Charter School. This physical inventory shall be reconciled to the property log and adjustments made as necessary. All adjustments resulting from this reconciliation will be approved by the Business Manager.

Receipt of Newly-Purchased Equipment and Furniture

At the time of arrival, all newly-purchased equipment and furniture shall be "eyeballed" for obvious physical damage. If an asset appears damaged or is not in working order, it shall be returned to the vendor immediately.

In addition, descriptions and quantities of assets per the packing slip or bill of lading shall be compared to the assets delivered. Discrepancies should be resolved with the vendor immediately.

Depreciation and Useful Lives

All capitalized assets are maintained in the special fixed assets account group and are not to be included as an operating expense. Fixed assets are depreciated over their estimated useful lives using the straight-line method.

In the year of acquisition, depreciation is recorded based on the number of months the asset is in service, counting the month of acquisition as a full month (Example: an asset purchased on the 15th day of the fifth month shall have 8 full months of depreciation (eight-twelfths of one year) recorded for that year.

Useful Lives

- Furniture, and fixtures 5 Yrs.
- General office equipment 5 Yrs.
- Leasehold Improvements 5 Yrs. or the expiration of the lease term, whichever is less
- Buildings/Land improvement 20 Yrs. (portable), 30 Yrs.

For accounting and interim financial reporting purposes, depreciation expense will be recorded on a yearly basis.

Repairs of Fixed Assets

Expenditures to repair capitalized assets shall be expensed as incurred if the repairs do not materially add to the value of the property or materially prolong the estimated useful life of the property.

Expenditures to repair capitalized assets shall be capitalized if the repairs increase the value of property, prolong its estimated useful life, or adapt it to a new or different use. Such capitalized repair costs shall be depreciated over the remaining estimated useful life of the property. If the repairs significantly extend the estimated useful life of the property, the original cost of the property shall also be depreciated over its new, extended useful life.

Dispositions of Fixed Assets

In the event a non-expendable asset is sold, scrapped, donated or stolen, adjustments will need to be made to the fixed asset listing and property log. If money is received for the asset, then the difference between the money received and the "book value" (purchase price less depreciation) of the asset will be recorded as a loss if the money received is less than the book value and a gain if the money received is more than the book value.

Write-Offs of Fixed Assets

The Business Manager approves the disposal of all capitalized fixed assets that may be worn-out or obsolete prior to action being taken. Property that is discovered to be missing or stolen will be reported immediately to the Business Manager, with appropriate insurance reporting if necessary. If not located, this property will be written off the books with the proper notation specifying the reason.

RECORD KEEPING POLICY AND PROCEDURE

Date Originally Adopted: 9/13/2014

Revisions:

Related Documents: Cash Handling Procedures

It is the intent of Wasatch Waldorf Charter School to be accountable to its community and to governmental agencies, such as the Charter School Review Panel and the Board of Education. Careful record keeping is critical to accountability and also aids the school in assuring that its operations are transparent.

Record keeping is also important because it allows the history of the school to reside within the organization, and not be dependent on individuals. This history will be developed as a resource for future

use, such as during accreditation processes, for development purposes, and to provide continuity for the school community.

A centralized library of records will assure that important documents are accessible to school stakeholders for years to come.

WWCS specifically requires that

- No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the school;
- Receipts and disbursements must be fully and accurately described in the books and records;
- No false or fictitious vendors, invoices, or entries may be made on the books or records no any false or misleading reports issued.

Record Retention and Disposal

Procedure—The records library will be maintained by the school's administrative staff and kept in the school office. All important documents will be archived in both hard and electronic form, and kept for a minimum of 7 years. Example documents include but are not limited to:

- Audit reports, annual corporate reports, charter, board minutes, tax and legal correspondence, insurance claims and policies, and retirement and pension records;
- Financial records; General Ledger, accounts payable and accounts receivable ledger, payroll register, and petty cash book, check register and check and invoice
- Hiring records;
- Student records (will be kept indefinitely);
- Employee records (will be kept indefinitely);
- School policies, procedures, handbooks and manuals;
- Meeting agendas, minutes and attendance records;
- Grant applications and reports, with supporting documents;
- Correspondence;
- Calendars/Schedules; and
- Photos/Video.

Please provide copies of all documents to staff in a timely manner so they can be archived.

Security of Financial Data

The school's accounting software will be maintained to ensure that adequate internal controls and security measures are established to minimum unauthorized access to school data (i.e. proper password protection). The system's accounting data shall be backed up periodically to ensure the recoverability of financial information in case of failure. The backup file(s) must be stored separately in a fire safe area and properly secured. All of the financial date, petty cash box(ex), check stock, etc. will be secured from unauthorized access.

Security of School Documents

Originals of the following corporate documents are maintained and their presence shall be verified on a periodic basis:

- Charter and all related amendments;
- Articles of Incorporation and By-laws;
- Minutes of the Board of Trustees and subcommittees;
- Corporate and payroll tax registrations;
- Banking and financial agreements;
- Leases;
- Insurance policies;
- Grant and contract agreements;
- Fixed asset inventory list.

INTERNAL CONTROL SYSTEMS

Date Originally Adopted: 9/13/2014

Revisions:

Related Documents: Internal Controls and Fundraising Policy

Control Environment. Internal controls provide the school with the foundation to properly safeguard assets, implement policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Employees involved in the processes and procedures associated with these policies will be trained at least annually in their duties.

The essence of an effectively controlled organization lies in the attitude of its management. If management believes accurate accounting information is important, others in the organization will sense that and respond by conscientiously observing the policies and procedures established. On the other hand, if it is clear to members of the organization that control and related accounting results are not important concerns of management and is given “lip service” rather than meaningful support, it is almost certain that control objectives will not be effectively achieved.

The control environment consists of the actions, policies and procedures that reflect the overall attitudes of top management, the directors, and the owners of an entity about control and its importance to the entity. The WWCS Procurement Policy, adopted 9/13/2014, regulates all procurement activities. If there is a conflict between that policy and this document, the Procurement Policy shall supersede the provisions of this policy.

Control activities may occur at all levels, and all functions of an organization. Control activities cover a range of activities and may include the following:

Segregation of duties—such as assigning the responsibility for authorizing transactions, recording transactions, and maintaining custody of assets to different people within the organization.

In a small organization, segregation of duties often presents difficulties due to the limited number of employees. Direct oversight by management or qualified volunteers (including the board of directors), or independent hired professionals can usually provide the necessary control. For example, in the area of cash, a lack of segregation of duties might be mitigated by requiring dual signature of checks over a certain amount, or by management (or outside service providers) reviewing all bank statements and reconciliations.

Physical controls—such as physical security of assets, including adequate safeguard over access to assets and records, authorization for access to computer programs and data files, and periodic counting and comparison with amounts recorded in the accounting records.

Information processing controls—such as controls to check the accuracy, completeness, and authorization of individual transactions. Information processing controls include automated as well as manual controls.

Performance reviews—such as comparison of actual results to budgets, forecasts, and prior period performance.

Our organization has established the following internal control procedures to address the internal control issues discussed above:

1. All checks require two signatures;
2. Payees may not be signatory on a check made out to them;

Governing Board Responsibilities:

3. Governing Board reviews financial reports monthly;
4. Governing Board treasurer reviews all financial activity quarterly;
5. Governing Board approves opening revolving charge accounts;
6. Governing Board treasurer opens and reviews bank statements monthly;

School Staff Responsibilities:

7. Administrative assistant or secretary retrieves mail from post office box;
8. Administrative assistant and secretary open mail together (except bank statement, see above);
9. Clerk photo-copies and logs incoming funds;
10. Two staff members receive cash whenever possible;
11. Cash on hand is deposited if it exceeds \$400;
12. Receipt offered for all cash transactions;
13. Accountant or administrative assistant deposits incoming funds;
14. Director or executive director approves paying of vendor invoices;
15. Reimbursement requests and payroll approved by director or executive director;
16. Director or executive director may approve \$5,000 spending on any one budgeted item;
17. Accountant reconciles bank accounts monthly;
18. Executive director reviews bank statement and reconciliation monthly;
19. Triple filing system:
 - a. hard copy organized by vendor with check stub and original invoice;
 - b. soft copy organized by vendor with scans of check stub and original invoice;
 - c. recorded in QuickBooks data file;
20. Cash, checks, and stamps secured with lock and key;
21. Checks to be utilized in sequential order;
22. On-site data backup daily; and
23. Off-site data backup monthly.

SCHOOL PROPERTY POLICY

Date Originally Adopted: 9/13/2014

Revisions:

Related Documents:

The intent of this policy is to comply with state and federal mandates, and to ensure that all school property is kept in the best possible working condition and utilized properly.

The property shall be defined as any piece of equipment, furnishing, vehicle, building or supply leased, owned, donated or otherwise in the custodial care of Wasatch Waldorf Charter School or any person acting as its agent.

General Conditions

- It is the responsibility of each employee to maintain school property in good condition and follow all school guidelines to ensure proper use and maintenance.
- Should any employee have knowledge of any misuse, he must notify his supervisor immediately.
- Any employee found to neglect or misuse school property will be sanctioned. This may include termination. If the neglect or misuse results in damage, the school may expect remuneration for part or all of the replacement cost. WWCS may elect to file a civil action to enforce the remuneration.
- No employee shall use school property for personal use unless specific permission has been granted by the Director or Executive Director. This includes, but is not limited to, computers, telephones, cellular phones, copiers, Internet services, printers, etc. Should permission be granted, the employee is responsible for the return and care of the loaned property. Special care should be taken to identify any concerns regarding its condition before the property is removed and/or used. Employees will complete a "Receipt for School Property" form before borrowing school property.
- When employees use school equipment for personal use, the school will not be liable for personal injuries resulting from such use. The employee accepts full responsibility for any and all liabilities for injuries or losses which occur, or for the malfunction of equipment. The employee is responsible for returning the equipment or tools in good condition, and agrees that they are required to pay for any damages that occur while using the equipment or tools for personal projects.
- The property must be returned to WWCS when directed for inventory, audit or other purposes as determined by the school.
- Misappropriation of school property is grounds for immediate termination and possible criminal action.

Information

- For the purpose of this policy, property or information shall include any school sponsored information, such as, but not limited to, any school lists, such as donor, employee, student, volunteer; any Wasatch Waldorf Charter School database information such as names, addresses, telephone numbers; any personnel file information, such as addresses, telephone numbers, employment status, wage history and any photographs, video tapes; and/or sound clips of any employee, volunteer, donor, or student.

- Only those employees with authorization from the Director or Executive Director, or as part of their job description may speak on behalf of WWCS. Furthermore, additional permission is required to disseminate confidential information.
- No employee shall knowingly dispense such information to any outside party unless authorization has been granted. This could include other employees who do not have the right to know such information. Any breach shall be considered a violation of WWCS's policy concerning confidentiality and could be a violation of state and federal law.
- In compliance with state and federal mandates, no employee should expect any privacy except that which is given by law and/or any applicable agreements negotiated by the employee's exclusive representative. Wasatch Waldorf Charter School has the right to monitor any communications that utilize WWCS networks in any way, including data, voice mail, telephone logs, Internet use, network traffic, etc., to determine proper utilization and retains the right to do so at any time.

PROCUREMENT POLICY

Date Originally Adopted: 9/13/2014

Revisions:

Related Documents:

Wasatch Waldorf Charter School shall follow outlined procurement (purchasing) procedures of the school and provision of the state procurement code (UCA 63G-6a) and procure only those items and services that are required to perform the mission and/or fill a bona fide need. Procurements are made using best value contracting which includes assessing the best value considering quality, performance, timing, and price.

Procurement of Goods and Services

- Administration shall not intentionally divide a procurement purchase into one or more smaller purchases to divide an invoice.
- Administration shall not intentionally divide a procurement purchase into one or more smaller purchases to divide an invoice or purchase order into two or more invoices or purchase orders, or to make smaller purchases over a period of time in order to circumvent any aspect of this policy or of state law.
- Exclusive contracts (requiring the purchase of needed goods or services from a single, specified seller) are not authorized except as outlined in the state procurement code (UCA § 63G-6a).
- Multi-year contract shall comply with UCA § 63G-6a-1204.
- Written records will be kept for all purchases, including competitive bids when applicable by law. Competitive bids will be filed in the winning bidder's vendor file.
- All lease agreements will be evidenced by a lease or sublease agreement approved by the Governing Board and signed by the Charter President (or designee). The agreement will identify all the terms and conditions of the lease.
- Administration or any agent of the school may not accept hospitality gifts, gratuities, kickbacks, or any other unlawful consideration under UCA § 63G-61-2304.5.
- Satisfactory receipt of goods and services will be confirmed, as invoices are approved by buyers, before payment is made to a vendor.

Procedures

Wasatch Waldorf Charter School shall develop internal policies and procedures for the procurement of goods, services, and construction consistent with the goals of public accountability and public procurement practices. In expending all funds, WWCS will utilize the following procurement procedures:

- Purchases \$1,000 or under do not need to meet any special purchasing criteria.
- Purchases \$1,001–\$5000 will need approval from the Executive Director and two or more bids if not for supplies, services or equipment.
- Purchases for \$5001-\$50,000 require at least two (2) bids [three (3) or more bids are preferred.
- Purchases greater than \$50,000 will require a formal bid process.
- All quotes, bids, and purchasing records shall be retained by the charter school for auditing purposes.
- All expenditures will be preauthorized using the expense preauthorization form.
- The procurement system will allow for the use of checks (two signatures required) and revolving charge accounts.
- A payee may not be a signatory on a check made out to them.
- All expenditures for greater than Five Thousand Dollars (\$5,000) and fewer than Ten Thousand Dollars (\$10,000) will require the Executive Director or Business as signatory.
- All expenditures for greater than Ten Thousand Dollars (\$10,000) will require a Governing Board officer as signatory.
- All supplies, services and equipment with a total cost of less than Five Thousand Dollars (\$5,000) may be purchased by the school's purchasing agent without request for written quotations or bids.
- All supplies, services and equipment with a total cost of greater than Five Thousand Dollars (\$5,000), but less than Twenty Thousand Dollars (\$20,000) may be purchased from the lowest quoted responsible vendor (kind, quality and material being equal), upon solicitation of firm quotations in writing, fax or e-mail from three or more firms, manufacturers, or dealers. Catalogs and circulars with firm prices shall be acceptable as firm quotations.
- Bids or proposals submitted must be received in writing by the Governing Board, a committee designated for this purpose, or the purchasing agent. The bids or proposals will be publicly read and held for consideration and analysis for subsequent award by the school.
- The school shall award the contract for the purchase of the supplies, services or equipment to the lowest responsive and responsible bidder, kind, quality and material being equal, but in all cases, the school shall reserve the right to select a single item from any bid. The school reserves the right to consider its past experiences with vendors in its determination of the term "responsible bidder".
- The School may use bids from pre-approved vendors on the [state purchasing online directory/system](#) if materials or services are deemed suitable to a Waldorf Methods Approach.
- Competitive proposals shall be awarded based on analysis of proposal responses relative to a set of evaluation criteria included in the proposal solicitation. The Governing Board shall reserve the right to weigh the criteria in accordance with the Governing Board's determination of school needs and priorities, in the context of the school's desired educational outcomes.
- A [Purchasing Agent](#) will be designated by the Governing Board for the duties and purposes hereinabove set forth. The Director or ranking member of the school's financial staff may act in such capacity if so designated by the Governing Board.

The provisions as to solicitation and notification for bids and proposals, as set forth in these policies, shall **not** apply to the following, which are reserved for specific action by the Governing Board:

- Contracts involving policies of insurance or surety company bonds, contracts with Internet access companies, contracts with public utility services or telephone companies, contracts made with another political subdivision of the State of Utah, the federal government and any agency of the State of Utah, or any municipal authority.
- Contracts involving the professional services of members of the medical or legal profession, architects, engineers, accountants, or other services involving professional expert advice.
- When the supplies or equipment required are for parts or components being procured as replacement parts in support of equipment specially designed by a manufacturer, where data available is not adequate to assure that the part or component is identical with the part it is to replace or where contemplated procurement is to match or complement equipment or components previously purchased.
- For supplies or equipment needed at once because of emergency. The question of the existence of an emergency shall be determined by the Director and the executive committee of the Governing Board. A written report shall be submitted to, and approval sought from, the Governing Board at its next available meeting.
- When the contemplated purchase is for technical services in connection with the assembly, installation, or servicing (or the instruction of personnel therein) of equipment of a highly technical or specialized nature.
- Contracts for education films, textbooks, prepared kits, models, teacher demonstration devices, library books, and materials.

Attachment D

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