



**State Charter School Board**  
New Charter School Application

---

## **MOUNTAIN SUNRISE ACADEMY**

**Seeking Approval as a “Public Waldorf” Charter School**



“Millennial Timpanogos” by Adam Abram



## TABLE OF CONTENTS

REQUIRED INFORMATION	2
SECTION 1: EXECUTIVE SUMMARY	5
SECTION 2: CHARTER AGREEMENT EXHIBIT A: SCHOOL SPECIFIC ELEMENTS	10
SECTION 3: PROGRAM OF INSTRUCTION	14
SECTION 4: MARKET ANALYSIS	57
LETTERS OF RECOMMENDATION	73
SECTION 5: GOVERNANCE	81
SECTION 6: STAFFING	97
SECTION 7: BUSINESS & OPERATIONS PLAN	108
SECTION 8: CONTRACTS	129
APPENDIX A: BACKGROUND INFORMATION SHEETS	<b>Error! Bookmark not defined.</b> 36
APPENDIX B: ARTICLES OF INCORPORATION	158
APPENDIX C: MSA BOARD BYLAWS	164
APPENDIX D: MINUTES FROM MEETING	176
APPENDIX E: WAIVERS	177
APPENDIX F: EXECUTED CONTRACTS	179
APPENDIX G : STARTUP AND IMPLEMENTATION GRANT APPLICATION	180
APPENDIX H : DETAILED CLOSURE PLAN	183

## REQUIRED INFORMATION

### Charter School Information

1. Name of Proposed Charter School: Mountain Sunrise Academy
2. Name of Applicant: Krystelle Rose
3. Authorized Agent: Krystelle Rose
4. Mailing Address: 1915 N. 800 W. Orem, UT 84057
5. Phone Number: 801-577-8046
6. Email Address: KrystelleRose@icloud.com
7. New School Location and Location's School District(s): West Lehi, Saratoga Springs, Eagle Mountain area; Alpine School District
8. Date & To Whom Submitted at the District Office: November 9, 2018 - Samuel Jarman, Superintendent Alpine School District

### Governance Structure

Name	Position	Area of Expertise	Any and All Charter Affiliations
Tim McGaughy MD, PhD	President	Business, Special Education, Waldorf Education	Founder Wasatch Charter School
Chris Allen	Vice-President	Finance, Business, Waldorf Education	(Past) Board Member Desert Marigold Public Waldorf Charter (AZ), Founder Treeside Charter School
Christian Swensen	Secretary	Education/Special Education	
Emily Morris	Treasurer	Education/Arts	
Emily Ashby, MA	Member	Digital Marketing, Business, Education	
David Fawson, MA	Member	Education, Finance	AISU-Teacher
Rebecca Stone	Member	Education/Arts	Substitute Teacher Utah Charter Schools

Alyssa Sorenson	Member	Education, Arts, Community Outreach	
Krystelle Rose MBA, MA	Interim Executive Director	Waldorf Education, Business, IT, Marketing	Founder Wasatch Charter School; Founder/Teacher Treeside Charter School Practicum-Desert Marigold Public Waldorf Charter (AZ)

**Enrollment**

9. Year School will start: 2020

10. Grades Served: K-8

Does the proposed grade configuration match the resident district grade configuration?

Yes

No: *District grade configuration is K-6 or K-9. Waldorf Education whole child curriculum and pedagogy follows a K-8 and a 9-12 grade configuration in the U.S. and throughout the countries around the world. This K-8 configuration matches the other Public Waldorf Charter School in Utah, Wasatch Charter, which is also seeking Public Waldorf Accreditation.*

11.	<b>Grades and Specific Number of Students Served by Grade</b>													<b>Max Enrollment</b>
<b>Year 1</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
<b>SY 21</b>	56	56	56	56	56	56	56							392
<b>Year 2</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
<b>SY 22</b>	56	56	56	56	56	56	56	56						448

Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>SY 23</b>	56	56	56	56	56	56	56	56	56					504

**Waivers**

12. Is this proposal seeking special treatment under UCA §53G-5-301?

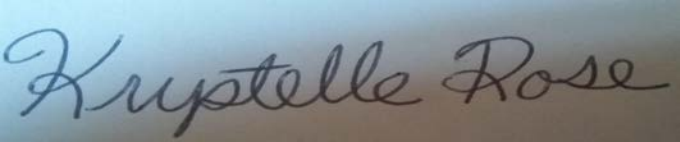
Yes  No

13. Is this proposal seeking priority consideration under UCA §53G-6-504?

Yes  No

14. List any waiver requests here: None

**Signature**

<b>Signature</b>
<p>I, THE UNDERSIGNED, do hereby certify that, to the best of my knowledge and belief, the data in this proposal are true and correct. 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.</p>
<p>Name of Authorized Agent: Krystelle Rose; MBA, MA</p>
<p>Signature of Authorized Agent</p> <div style="text-align: center;">  </div>

**SECTION 1: EXECUTIVE SUMMARY**

## SECTION 1: EXECUTIVE SUMMARY

### MOUNTAIN SUNRISE ACADEMY MISSION STATEMENT

Mountain Sunrise Academy venerates whole child education *to inspire the spirit and imagination of each child and elicit academic excellence through educational artistry*. MSA is a public charter school utilizing a Waldorf Education pedagogical approach which develops capacities in thinking, feeling, and willing.

### MOUNTAIN SUNRISE ACADEMY VISION STATEMENT

Mountain Sunrise Academy empowers children to impart purpose and direction to their lives and truly know themselves by educating “head, heart, and hands” while instilling respect for self, others, and nature.

- We teach the identified 21st century education learning ideals which include creativity, collaboration, communication, and critical thinking.
- We uphold the virtues of goodness, beauty, truth, respect, responsibility, reverence, and charity.
- We strive to provide a biodynamic garden and beautiful, collaborative campus that radiates learning through work, play, and positivity.

### MOUNTAIN SUNRISE ACADEMY KEY POINTS

**Location:** MSA will be located in North Utah County. Our target market is in the fastest growing areas of Utah which include Lehi, Saratoga Springs, and Eagle Mountain. Projections anticipate a continued high amount of growth in these areas, especially of younger school age children. We anticipate placing our school in one of these cities unless land costs become prohibitive and we need to select another area in North Utah County.

**Anticipated Population:** MSA anticipates offering a school of choice to those who value the following: whole child education, rigorous academics aligned to Utah Core Standards, arts-integration, music, nature, movement, multicultural focus, and second language. Our school will attract students who value: collaborative rather than a competitive environment, movement and time outdoors, ample experiential learning opportunities, and teacher looping which creates long-term relationships with teachers and classmates. MSA will offer a dual track grades K-8. MSA will open with grades K-6 the first year with 392 students and add a grade per year culminating with 504 students grades K-8. MSA welcomes all students and uses inclusive practices. We do not discriminate on the basis of race, color, economically disadvantaged, special needs, ESL, etc.

### **Educational Foundation - Waldorf Education Curriculum and Methodology**

MSA will use the Utah Core Standards in harmony with the Waldorf curriculum guidelines

and developmental approach to accomplish student achievement outcomes. Waldorf Education offers an academically rigorous and arts-integrated multidisciplinary education designed to promote the growth and development of the whole child. This holistic approach, that Waldorf Education fosters, can be characterized as learning through three areas: intellectually, emotionally, and actively. This is commonly termed “thinking, feeling, and willing” or “head, heart, and hands.” This terminology is explained further in section 3, Method of Instruction. Waldorf Education curriculum and pedagogy is designed to build capacities in each of these three areas. This model of education fosters the intellect, nurtures the imagination, recognizes the emotional life of each child, and teaches children to actively create with their hands. Waldorf Education also incorporates sustainable living practices such as gardening, instills a multi-cultural understanding, advocates for project-based and experiential learning, and encourages spending time out in nature. In addition to the Waldorf Curriculum, MSA will incorporate the time-tested Saxon Math to supplement Waldorf Math Curriculum as well as implement Bal-A-Vis-X which is a research based modality that has shown a marked increase in DIBELS test scores.

### **BOARD ORIGINATION & CHOICE TO FORM MSA**

The year 2011 marked the 150<sup>th</sup> birthday celebration of the founder of Waldorf Education, Rudolf Steiner. In an effort to “give back” to Steiner’s contributions to humanity, Krystelle Rose founded “Utah Waldorf,” a group that now consists of over 525 members. Many festivals, field trips, as well as 6 yearly Utah Waldorf conferences have been held to grow and support a Waldorf community in Utah. Many expressed wishes for Waldorf charter schools in their area of residence. Krystelle Rose reached out to members of this group and others who valued starting a Waldorf Charter School in North Utah County and the inception of building the vision and application for our charter school began. Our board members chose to form MSA due to personal experiences of directly observing the many merits and skill sets achieved in building capacities in children when visiting or being involved in other Waldorf schools as well as from diligent research into this pedagogy.

### **WHY MOUNTAIN SUNRISE ACADEMY SHOULD BE APPROVED**

#### **1. Public Waldorf Charters are Successful School Models in the US & Internationally**

Mountain Sunrise Academy (MSA) is a public charter school in Utah following the model of Waldorf Education that first started in Germany in 1919 and now has a *100 year proven track record*. The first public Waldorf Charter School in the US *began in 1996* followed by many others that continue to thrive and are highly sought after with long waiting lists. There are currently *53 public Waldorf Charter Schools in the U.S.* that are members of the Alliance for Public Waldorf Education (APWE) and are on the path for “Public Waldorf” accreditation. There are also many other charter schools that utilize components of Waldorf Education but are not members of APWE. Waldorf Schools are also thriving internationally. There are over *1000 successful Waldorf schools located in 91 countries that span five continents*. One of the most noteworthy schools are those in China that have 5 year waiting lists and quickly grew to 300 elementary schools even though Waldorf Schools were only introduced there 10 years ago. There are also many similarities in the Waldorf educational model with the successful and world renowned Finnish Model.

**“Public Waldorf” vs. “Waldorf-Influenced”** In terms of the next point, we felt it

imperative to preface and explain the term and differentiation between the terms “Public Waldorf” and “Waldorf-Influenced.” “Waldorf” and “Steiner” are trademarked, protected and available for use only by private education institutions, with guardianship held by the Association of Waldorf Schools of North America (AWSNA). However, they have granted license to use the term “Public Waldorf” for public schools who qualify through the Alliance for Public Waldorf Education (APWE). A charter school cannot officially use that title as a “Public Waldorf” school as such until the school has been accredited by APWE. Many schools follow Waldorf principles and aspects of the pedagogy but cannot become certified if they do not follow certain parameters as set forth by this certifying body. Mountain Sunrise Academy will become a member of APWE. After accreditation, which is a lengthy multi-year process, the school will change its name to Mountain Sunrise Steiner Academy, after Rudolf Steiner, the founder of Waldorf Education.

**2. Mountain Sunrise Academy will be the Second “Public Waldorf” Charter School in Utah Seeking Accreditation by APWE and the First in Utah County.** We want to clarify this point as it was stated during our proposal interview that there is already a Waldorf Charter in Utah County. Treeside Charter is a Waldorf-influenced charter that is doing excellent work and we have high regard for the school. We want to point out, however, that our charters are different models. Treeside Charter is not a member of APWE nor are they seeking this accreditation. Treeside Charter offers a few elements of Waldorf philosophy such as arts-integration and teacher looping and deviates from other key Waldorf tenets. We will be including arts integration and teacher looping as well as many other key elements one must use to call themselves a “Public Waldorf” Charter. Some of these elements include using the Waldorf Curriculum as well as providing Waldorf Teacher Training. Another difference is MSA is offering a K-8 model whereas Treeside offers grades K-6.

**3. MSA will Fulfill the Mission and Purpose of SCSB of Advancing Excellence in Education and Providing Positive Student Outcomes.** Capacities are developed in children attending Waldorf Schools that allow them to excel and to follow their own unique paths to positively contribute to society. Some noteworthy students who attended Waldorf schools and excel in their own fields of study include actors: Jennifer Anniston, Sandra Bullock, Anna Paquin, Harvey Keitel, Uma Thurman, Ethan Hawke. Other students include: Chairman and CEO of American Express, Kenneth Chenault; Nobel Prize Winner in Medicine & Professor of Stanford University, Tomas Sudhof, M.D.; Professor Columbia University, Past Editor of New York Times Magazine, Viktor Navasy, J.D.; Auto Designer, Ferdinand Porsche, which cars carry his name; Olympic Gold Medalists, Georgina and Caroline Evers-Swindle; Michael Ende, author of NeverEnding Story; Finnish Parliament and former UN Minister of Environment, Peeka Havisto, etc. When approached by the news media and asked the question, "What did Waldorf education do for you?," Norwegian Prime Minister Jens Stoltenberg replied, "It encouraged me to always strive to become a better human being."

Waldorf Schools are known for their excellent education and positive outcomes. Consequently, prominent individuals have enrolled their children in Waldorf schools. Some of these people include: George Lucas, Paul Newman, Harrison Ford, Clint Eastwood, Princess Irene of the Netherlands, Jessica Lange, Sam Shepherd, Saul Bellow, winner of the Pulitzer Prize and Nobel Prize in Literature; Lenny Kravitz, Lisa Bonet, Art

Garfunkel, James Taylor, Carly Simon, Erwin Neher, Winner of the Nobel Prize in Medicine; Glen Fry from the Eagles, Mikhail Baryshnikov, etc. Further description of meeting SBSB's mission are outlined in Section 2.

**4. Waldorf Education is Seeing Heavy Interest and High Demand from the Public who Seek another "Public Waldorf" Charter in Utah.** MSA will be providing a K-8 school similar to Wasatch Charter who is also seeking "Public Waldorf" accreditation. This is a model that the public has highly sought after. Evidence of this heavy interest and high demand can be seen through Wasatch Charter being fully enrolled with *high retention of 85% and large waiting lists around 1400 students* as well as *attracting students from 14 different school districts*, many who have commuted from Utah County. MSA also has over *440 likes* on its Facebook page and in preliminary grassroots marketing there has been interest in enrollment to nearly fill the school even with no current marketing budget.

**5. Research Shows Waldorf Schools Do Well Academically and MSA is Adding Even Greater Academic Focus to Aid State Testing Scores**

Stanford University, one of the world's leading teaching and research institutions, did a recent study on public Waldorf Schools in 2015 with results showing favorable testing scores. The *Professor of Education at Stanford University and former President, American Association for Educational Research* stated, "*I believe that Waldorf Education possesses unique educational features that have considerable potential for improving public education in America... Waldorf schools provide a program that...not only fosters conventional forms of academic achievement, but also puts a premium on the development of imagination and the refinement of the sensibilities.*" More research on successful test scores and other measures are noted in the Method of Instruction section.

MSA will be offering the same elements as Wasatch Charter that make the school a "Public Waldorf" school. However, we will be different than Wasatch Charter in that *MSA is introducing more academic measures* including math teaching every day using Waldorf curriculum and supplementing with Saxon math, a time-tested math curriculum. We will also be including a research based model, Bal-A-Vix-X, which has shown a marked demonstrated improvement in DIBELS test scores.

**6. There is a High Need for Schools in our Location**

Looking at the demographic forecast, the expected population growth within the seven-miles radius of the targeted area is around *30% for the next 4 years, and will double in the next 10 years*. Alpine district, in this area, anticipates the addition of *6741 students by 2020—enough to enroll seven or eight more elementary schools*. We have a letter of recommendation for Mountain Sunrise Academy from an Alpine School District Board Member and two Mayors.

**SECTION 2: CHARTER AGREEMENT EXHIBIT A:  
SCHOOL SPECIFIC ELEMENTS**

## **SECTION 2: CHARTER AGREEMENT EXHIBIT A: SCHOOL SPECIFIC ELEMENTS**

### **MSA PROMOTES THE SCSB'S MISSION: ADVANCING EXCELLENCE IN PUBLIC EDUCATION IN UTAH & PROVIDING FOR POSITIVE STUDENT OUTCOMES**

MSA will promote the State Charter School Board's mission of advancing excellence in public education in Utah

- Waldorf schools are known as schools that excel and have received notoriety as such from Stanford University and other respected organizations and individuals.
- Waldorf schools have shown a historic test of time with a 100 year success rate and is one of the fastest growing educational movements in the world with notable public interest.

MSA aligns to USBE's mission to provide for positive student outcomes

- Children in Waldorf schools are engaged in their classrooms and are enthusiastic to learn largely due to the developmental model, the arts-integrated curriculum, and the experiential learning that occurs.
- Waldorf students exhibit 21st century learning skills which include creativity, critical thinking, collaboration, & communication. These are part of our school vision statement.
- Waldorf Students are known to produce positive outcomes and be a force for good in the world according to their own unique path and talents.

### **IDENTIFICATION & JUSTIFICATION OF PURPOSES IN ALIGNMENT WITH U.C.A. §53G-5-104**

1. MSA increases the choice in educational models while improving student learning through:
  - Arts-integration which include: music, drama, painting, 3-D modeling, movement, drawing, storytelling, etc.
  - Multi-disciplinary & Interdisciplinary teaching
  - Developmental model
  - Whole-Brain Integration through writing and drawing "main lesson books"
  - Use of nature, gardening, and outdoor classrooms
  - Unique classes not offered in other schools such as form drawing (begins with geometric drawing in 1st grade) and Eurythmy (form of movement)
2. MSA promotes innovative teaching methods by:
  - Utilizing a whole child developmental model
  - Holistic approach engaging "head, heart, and hands"
  - Teacher looping in which the teacher stays with their class, ideally grades 1-8
  - Teaching in a way that instills 21st century learning identified as: creativity, collaboration, communication, critical thinking
  - Block Teaching - Covers a topic in depth for 2-6 weeks and integrates it with other subject matter such as language arts, math, fine arts, history, and science

3. MSA increases choice of learning opportunities for students by:  
Providing a developmental educational choice for families in the area that meets the needs of students that may not be flourishing in traditional model schools.

### **MSA KEY ELEMENTS**

The key elements of the MSA Charter School, as set forth in this proposal, are programs and processes that make our school unique. These will be included in the State Charter School Board annual reviews as assurances or may be included in the School Accountability Measures.

- MSA uses Steiner’s developmental model to guide instruction.
- MSA follows Waldorf Curriculum through the grades.
- MSA participates in teacher looping.
- Teachers focus on teaching the whole child by educating “head, heart, and hands” fostering intellectual, social/emotional, and will/grit capacities in children. (Thinking, Feeling, Willing)
- Teachers use block plans usually lasting 2-6 weeks to go in-depth into curriculum topics and teach lessons in an arts-integrated, experiential, and interdisciplinary way.
- Students participate in foreign language, music, art, handwork, movement, and nature, besides core subjects.
- Students create their own “Main Lesson Books” through writing and drawing.

### **ENROLLMENT PREFERENCES AS PERMITTED BY 53G-6-50**

If the initial capacity of Mountain Sunrise Academy is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to MSA. Prospective students will be placed in priority groups as follows:

***First Priority:*** The children or grandchildren of founders provided that this admission preference shall be limited to not more than 5% of the total enrollment. Once the number of founders’ applicants reaches the 5% limit, the remaining children of founders will not be included in this category. Priority will also be given to children of full time teachers. Once this category is filled, the remaining students will be categorized according to the highest level of preference for which they are otherwise eligible.

***Second Priority:*** Siblings of pupils already enrolled in MSA.

MSA 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, MSA will not request any data of applicants other than their name, grade level, and parent contact information prior to the lottery. MSA will follow the provisions of UCA § 53A-1A-506.5 and R277-470-5 regarding notification of prospective/enrolling parents and students.

### **MSA GOALS**

MSA will demonstrate academic accountability by providing a quality education based on Utah Core Standards utilizing Waldorf Education Pedagogy and Curriculum with other supplemental curriculum such as Saxon Math and the Bal-A-Vis-X program, while meeting or exceeding state and federal targets. MSA will comply with all state and federal requirements and testing.

**SCHOOL ACCOUNTABILITY**

Educators have commented that the pressure of increasing test scores has taken creativity, innovation, and discovery time out of the classroom. BYU Arts partnership which holds yearly trainings to five school districts advocates adding Arts into STEM to produce STEAM. This partnership was formed when members were concerned that the arts were beginning to disappear from public schools with the narrowing of curricula to accommodate high stakes testing. We believe the arts activate 21st century learning objectives including creativity, critical thinking, collaboration, and communication. The lively arts bring education “to life” and due to it’s multi-sensory and experiential nature help the children internalize concepts and learning long after “testing” is over. This approach makes learning more meaningful and lasting and creates a lifelong love of learning. Because of these school values, besides following required state and federal testing requirements, MSA will include two mission-based Waldorf-aligned school metrics that are graded on our efforts and effectiveness. Also included are two goals for relative academic performance and academic gain. These latter two goals relate to academic excellence in reading and math. MSA will align with the same age group of state mandated testing.

**MSA GOALS**

Measure	Metric	Targets			
		Ex-	Meet	Does	Falls

		ceed		not Meet	Below	
<p><b>Mission Specific Goal:</b> Child Improvement in 3 Key Capacities of “Head, Heart, and Hands.”</p> <ol style="list-style-type: none"> <li>1. Intellectual</li> <li>2. Social/Emotional</li> <li>3. Physical</li> </ol>	Students will be evaluated by their teacher with ipsative measurement near end of year on these 3 key areas based on portfolio, main lesson book, classroom work, and child observation	≥90%	85%	75%	65%	
<p><b>Mission Specific Goal:</b> Classroom instruction will include daily activities offering arts-integration and interdisciplinary learning.</p>	During teacher evaluations & drop-in classroom visits, the Executive Director and/or Assistant Director will observe & document during main lesson that the teacher is including arts-integration to broaden and deepen block lesson material in an interdisciplinary way.	≥95%	>85%	>75%	<65%	
<p><b>Relative Academic Performance:</b> Students will show academic performance by demonstrating proficient mathematical skills compared to other Utah Charter Whole Child Education models.</p>	Percent of students grades 3-8 who after 3 full academic years demonstrate mathematical proficiency by achieving state average or higher on end-of-year State mandated math assessment compared to other Utah Charter Whole Child Education models.	≥80%	>70%	>60%	<60%	
<p><b>Student Academic Gain:</b> Students will demonstrate academic gain in reading by showing improvement from beginning and end of school year testing.</p>	Percent of students grades 3-8 who after 3 full academic years demonstrate improved reading proficiency determined from beginning and end-of-year State mandated reading assessments.	≥80%	>70%	>60%	<60%	

### SECTION 3: PROGRAM OF INSTRUCTION

## **SECTION 3: PROGRAM OF INSTRUCTION**

### **3A. METHOD OF INSTRUCTION**

#### **MSA'S PHILOSOPHICAL APPROACH TO EDUCATING STUDENTS**

The philosophy of Waldorf 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. Creative approaches in which the arts are integrated into academic learning serve to wholly engage the child and provide an experiential, multisensory context for understanding intellectual concepts. The experiential study of world cultures enriches the student's expanding world-view of multicultural education, giving an appreciation for diversity, flexibility of thinking, and an intrinsic empathic understanding of social and cultural issues. The school's overall educational approach is designed to instill in its students not only high standards for academic achievement and civic responsibility, but also a sustaining degree of intellectual curiosity, creative thinking, problem solving and creative self-expression, as well as valuable interpersonal and intrapersonal life skills.

Steiner advocated that education should cultivate the "need for imagination, the sense for truth, and the feeling of responsibility." The approach taken by those involved with Waldorf Education can be summed up in the words of Steiner, the founder of Waldorf Education who stated, "Receive the children in reverence, educate them in love, and send them forth in freedom."

Mountain Sunrise Academy's curriculum places equal emphasis on a strong academic foundation, artistic expression, social development, and attention to the needs of each child. According to William Butler Yeats, "*Education is not the filling of a pail, but the lighting of a fire.*" Waldorf Education engages a child's intellect, imagination, will and sense of aesthetics. How a subject is taught is equally important as what is taught, hence the use of movement and arts in the curriculum. The research-based, time-tested pedagogical methods designed by Dr. Rudolf Steiner are at the heart of this mode of education. Waldorf methods inspire student volition, inquisition and creativity because classroom activities involve three key areas—the head (thinking), the heart (feeling) and the hands (willing).

#### **Some introductory highlights of the Waldorf approach to teaching:**

- Music, art, and movement are greatly employed in the learning process. Those emphasized are dance/eurythmy, water colors, flute/recorder and in later years violin/cello, songs in the round, knitting and crocheting, wood carving and nature crafts.
- Storytelling is used to awaken imagination, build vocabulary and oral language, retain attention and teach subjects such as math, history, geography, social studies, writing and reading.
- Emphasis is put on nature and environmental stewardship. Children will spend much

time outside exploring the world around them gaining a deeper understanding of science and nature studies.

- Children are taught real-life tasks such as housekeeping, cooking, handwork, fiber arts and gardening.
- Technology is de-emphasized in the early years at school and at home due to Waldorf's emphasis on developmental appropriateness. Parents of enrolled children will be requested to greatly limit their children's exposure to computers, TV, and video games.
- Foreign Language acquisition begins for students in first grade.
- Teachers ideally follow their students from first until eighth grade. This allows teachers to develop a stronger relationship with their students, giving them the knowledge to create curriculum based on their students' needs and strengths.
- Main lessons (which include all traditional subjects) are typically taught in 3-6 week sessions. Children gain a deep and personal relationship with the material therefore retaining it longer.
- Seasonal studies and festivals are taught and celebrated throughout the year.

The Waldorf method of education offers an academically rigorous curriculum presented in a developmentally appropriate and arts-integrated context. By combining elements of a traditional Waldorf curriculum, sustainable living, and Utah Core Standards, students will excel academically and transition gracefully into upper level public high school settings.

Following are key philosophical foundations of Waldorf Education:

**Teacher Looping:** A unique offering that comes with Waldorf methodology is that of teacher looping. The teacher follows the child ideally through grades 1-8 although leeway is given to teachers who would rather work with the younger or older grades. This long term relationship with the teacher and other classmates cultivates a deep knowing of each person and deep friendships are forged. This is an investment of time where great growth occurs for students, teachers, classmates, and parents as they learn to work through conflict and differences as well as celebrate the joyous times together. Teacher retention is greatly increased as teachers look forward to learning new subject matter each year and about child development as they go with their class through the grades. Teachers also have a greater sense of responsibility for the class as they are staying with them long term rather than passing them on to a new teacher the following year. Efficiency is also increased as the time to get to know students' temperament, personality, and skill level at the beginning of the new school year is minimal as it is likely already known.

Waldorf Education aims to inspire children to live engaged and successful lives, prepared to meet the demands of the world. One of its highest aspirations is to create free human beings,

who are able of themselves, to impart purpose and direction to their lives.

**Developmental Model:** Waldorf Education uses a developmental model that follows 3 distinct stages from 0-7, 7-14, and 14-21. Through the use of Waldorf methodology, the school will nourish the children's cognitive development and their natural love of learning by incorporating the unique developmental stages each child experiences into the curriculum and instruction. The Waldorf developmental model engages the child in a healthy developmental and psychological way, which leads to children thriving intellectually, emotionally and socially. (Woods, P. Ashley, M., Woods, G., 2005)

**“First the Encounter, Then the Concept:”** A key tenet in Waldorf Education is to give children experiences for learning that involve their head, heart, and hand. From experience, children can glean an understanding and their knowledge can be profoundly affected as they make connections and associations. MSA's nature curriculum starts with observations occurring as a multi-sensory experience with nature walks. In time this will expose children to observations about the natural world which deepen math and science concepts and give background for association and patterning which is essential for learning. Children go on nature walks in first and second grades and build upon their experience by deepening this concept in third grade when gardening is studied through direct observation and actual experience. This gardening experience then gives a foundational knowledge for deeper study of Botany in 5th grade. Measurement is introduced to children in 3rd grade and applied when they are given actual direct experiences in learning to build and cook. This earlier experience then gives them a good solid foundation to refer to when developing an intellectual understanding of fractions in fourth grade. This follows Waldorf methodology of “first the encounter, then the concept.” Waldorf Education seeks to give an observational and direct experience in the younger grades in which the “seed has been planted” and has been nurtured for growth in the later years. This model gives children a good experiential base to understand concepts in a meaningful way and brings “education to life.”

**How Learning Best Occurs:** At the core of MSA's educational program is the conviction that education is an art as well as a science. Each child is regarded as an integrated being whose physical, emotional, and intellectual capacities will grow and thrive in response to guided cultivation. Academic studies are therefore enlivened and balanced with artistic and social activities. Each lesson engages the student's needs for doing, feeling, and thinking. In addition to the core academic areas, additional specialty subjects are crucial to the program. For example, music, movement, visual and performing arts, practical and expeditionary activities are all integral to the curriculum.

The sequence, timing, and presentation of the curriculum are designed to be developmentally appropriate as well as therapeutic for students who are facing the challenges of modern childhood. Instruction is organized using a schedule, which includes *Main Lesson, Practice Periods, and Specialty Subjects*. The breadth of Specialty Classes, combined with the depth of Main Lesson, and the reinforcement of Practice Periods creates a curricular offering reminiscent of a *renaissance-based* education.

### **Waldorf Education Core Values**

- Offers a rigorous, relevant, balanced, and memorable liberal arts education.
- Incorporates sustainable living practices such as permaculture and biodynamic garden and experiential learning through daily animal husbandry and gardening skills.
- Infuses academics with music, painting, drawing, storytelling, handwork, and drama.
- Touches children's hearts and kindles their imaginations.
- Inspires children to live engaged and successful lives, prepared to meet the demands of their world
- Importance of rhythm, reverence and responsibility
- Uses natural materials when available
- Has an appreciation and respect for Nature
- "Screen time" is encouraged to happen at an appropriate developmental stage
- Focuses on the developmental stages of childhood
- Moral development can best be taught by children learning from adults who are actively engaged in inner-development
- Service-based activities that aid the environment and community
- High involvement and activity with families and community
- Celebration of Festivals
- Co-operation valued over competition
- Children's intellectual, emotional, physical and social life are nurtured
- Subjects taught are arts-integrated and interdisciplinary and taught in a block format
- Emphasis on creative and critical thinking
- Storytelling is highly valued and is ideally used daily in the classroom
- Value of movement in and out of the classroom
- Teacher looping - This establishes long term relationships which aid the development of the child.
- Every child develops at their own pace and creates their own "main lesson book."
- Learning is accessed thru multiple learning modalities
- "The child is the curriculum."

### **The Essence of Waldorf Education**

The aphorism, "*Know Thyself*," dates back to ancient Greek times. Yet it is as relevant today as it was in earlier times. This adage invites one onto the path of introspection that leads to discovering what lies within. "True" education, then, is *self-education*.

William Yeats stated, "*Education is not the filling of the pail, but the lighting of a fire.*" Education's task is to help us know who we are so we are able to light the fire from within and make our unique contribution to society and the world. At its best, education draws out what is living within each person and enlivens interest in one's self, others and the world around us. As children learn about themselves they discover their interests, talents and life-path pursuits and ideally are able to use those skills to benefit others and the world around them.

Waldorf Education aspires to nurture and protect this unfolding nature of *becoming* in children while guiding and developing capacities that will enable them to fulfill their own unique purposes in life. Rudolf Steiner, the founder of Waldorf Education stated, "*Receive the children in reverence, educate them in love and send them forth in freedom.*"

Waldorf Education teaches the whole child through the integration of thinking, feeling and willing activities; teaching head, heart and hands. For example, the four math processes are introduced in first grade. The child will engage in “mental math” (thinking) and participate in rhythmical activities (feeling), and will draw and act out these processes (willing) to thoroughly learn these processes.

MSA recognizes that children are moral beings. It is important to pay attention not only to children’s academic learning but also to the development of their feelings, character, temperament, social growth and sense of well-being. Waldorf Education teaches morals and character development thru storytelling albeit without moralizing the story. We trust a child’s inner guidance to “live in the question” rather than telling all the answers or meanings and moralize the story. The stories told meet the child at an appropriate developmental and psychological time.

For example, the children in first grade are told fairy tales. Children in the upper grades are told stories about revolutions when they are going through their own questioning and personal “revolutions.” *MSA supports character and virtues development and encourages teachers to be examples of high moral character.* Waldorf students have been found to be more interested in and engaged with social and moral questions and to have more positive attitudes than students from mainstream schools. (Gidley, 2010)

Children are naturally artistically inclined and anticipate creative activities. Using the Waldorf Curriculum MSA will *cultivate and nurture this artistic nature through invigorating children’s imagination, creativity and curiosity.*

We recognize the value of movement and include it in everyday activities. Working, playing and exploring the natural world are important for children’s growth and are applied in Waldorf schools through nature walks, gardening, field trips and other outdoor activities.

Dr. Clifford Mayes, an Educational Psychologist and member of our Advisory council stated in his book, *Seven Curricular Landscapes: An Approach to the Holistic Curriculum*, “Waldorf students learn in sequences and paces that are *developmentally appropriate, aesthetically stimulating, emotionally supportive and ecologically sensitive.*” (2003)

### **MSA’S EDUCATIONAL PRIORITIES ARE MEANINGFUL, MANAGEABLE, AND MEASUREABLE**

**Overall Picture of a Day in the Life of a Student:** Each school day begins with the teacher greeting each child with a handshake and looking the child in the eye. The teacher is able to observe the student’s demeanor and state of being through this daily activity as well as authentically connect with each person.

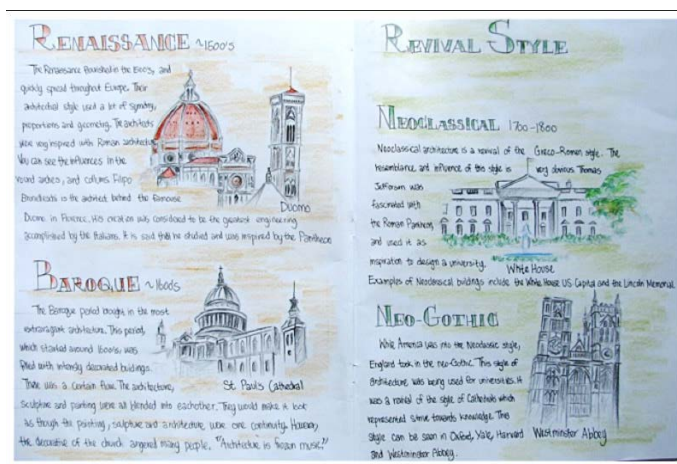
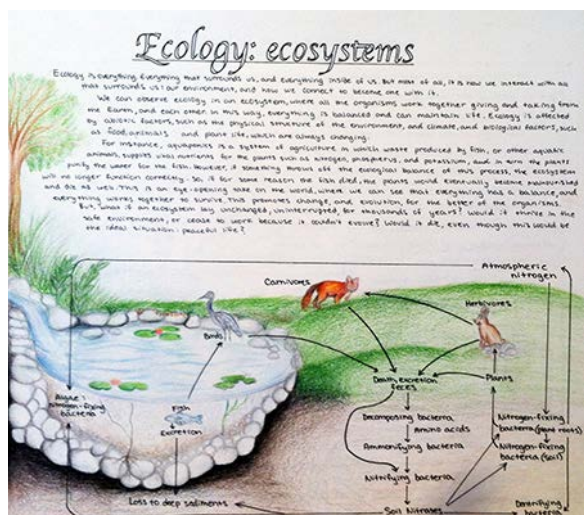
The class typically begins with 20 minutes of movement, singing, recorder, and speech exercises and memorization such as poetry recitation. This memorization works to build up the child’s memory forces and to build up rich vocabulary. The younger grades call this “Circle Time” and the upper class calls this “Warm-ups.” The class then reviews the lesson material from the previous day and moves into a time known as “Main Lesson.” These “Main Lesson” times usually lasts 2 hours which often include implementation of the lively arts to engage the

student and learn the material. During this time new cognitive material is studied in a block format usually lasting 2- 5 weeks before a new block is introduced.

Children create their own “Main Lesson Books” which include artistic renderings and writing. Waldorf students record their academic and artistic work in these books. Students fill unlined, blank pages with their essays, drawings, science experiments, and poetry. Once complete these books can and do serve as extraordinary “textbooks” to remind students of what they’ve learned.

The teacher first teaches this thru modeling. As the children grow older and gain competencies they are able to add their own artistic ideas and writings in these books. These “main lesson books” are highly valued by children and parents alike. Rather than using a “textbook” to learn, the children have created their own unique book of writing and art that demonstrates what they have personally taken in and integrated. This method utilizes a very affective whole brain activity which facilitates greater learning. After “Main Lesson” the children will have a block of time for learning math which is also put into “main lesson” pages.

**Sample Main Lesson Book Pages:**



In the afternoons children engage in various multidisciplinary learning activities that support Waldorf Education’s core values, build capacities, and deepens the understanding of core subject material. These classes may include but are not limited to: music, second language, movement, handwork, gardening, woodworking, etc. These tasks are meaningful to the students as they are brought to them in a developmentally appropriate time.



*Sample handwork projects benefit learning in many ways which include: aid in a child's efforts to stay on task short and long-term, develop grit, teach tenacity and resilience as they redo mistakes, find patterns and sequencing, experience hands-on math, develop fine motor skills, crosses the midline (important developmental task), participate in healthy social engagement, showcase personality and skill level, utilize 21st century learning skills of collaboration, communication, creative and critical thinking, keeps the love of learning alive as students engage with great enthusiasm, and children have a practical and beautiful object from one's efforts which they take deep pride in their accomplishments.*

Teachers measure the success of the students in their daily activities through observation, assessing students' engagement and participation, analyzing completion of projects, looking at a child's main lesson book pages as a means of formative assessment as well as using them as a tool for noting possible developmental delays a child may be experiencing in order to offer more support. Summative assessments are also done on a regular basis to test for mastery of subject material being studied during the block.

These projects are manageable and supported by speciality teachers as well as by training offered to class teachers. This approach also offers gifted students opportunities to deepen learning and mastery with more advanced tasks. Those with special needs may have projects that are modified.

### **MSA's Meaningful Use of 21st Century Learning Skills Valued by "Big Business."**

As further attestation of engaging in meaningful learning, Waldorf Education engages in 21st century learning skills outlined by the National Education Association as creativity, critical thinking, collaboration, and communication. These are considered meaningful and are valued by individuals and businesses. Big Businesses including High Tech are attracted to Waldorf Education as delineated in our Market Research section. Listed below are some of the identified student outcomes and values of this pedagogy and why high tech executives and many other big businesses have attended or are sending their children to Waldorf Schools:

- **CREATIVE AND IMAGINATIVE THINKING:** Creative and imaginative thinking empowers students with the ability to think unconventionally, to question

assumptions, and to imagine new scenarios. Imaginative thinkers craft astonishing work because they recognize their creative capacities and celebrate them through a variety of artistic mediums. They also act on opportunities and show willingness to take reasonable risk.

- **CRITICAL THINKING AND GOOD JUDGMENT:** Critical thinking and sound decision-making empower students with the ability to assess the credibility, accuracy, and value of the information that barrages them every day. Critical thinkers and wise decision-makers analyze and evaluate information while still honoring their intuitive capacities. They think through solutions and alternatives and explore new options if their approaches don't work. This often entails working well with diverse peoples to make reasoned, ethical decisions and take purposeful action.
- **LITERACY:** Literacy empowers students with the ability to read, write, listen and articulate in compelling ways. Literacy goes beyond the traditional meaning to also include people who are mathematically competent, scientifically and technologically adept. They develop their creative and physical abilities as well.
- **RESPONSIBILITY and SELF-RELIANCE:** A strong sense of responsibility empowers students with the ability to be vital, disciplined, and hard-working individuals. Responsible people take initiative, self-regulate, and are fully accountable for their own actions. They honor their capacities and have a *can-do* attitude. They follow-through on commitments and honor their word.
- **LOVE FOR LIFELONG LEARNING:** Students in the 21st century can be joyful, confident, self-motivated, aware, inquisitive, resourceful, and persistent people if they are given opportunities how to best learn and therefore thrive in an ever-changing world.
- **REVERENCE AND STEWARDSHIP:** A sense of reverence empowers students with the ability to develop an understanding and appreciation for the interdependence of all life. Students with a strong sense of reverence reflect this knowledge through conscientious respectful actions involving themselves, other people, and the world around them. They have appreciation for truth, beauty and the world. They connect with others. They are compassionate, communicative, grateful, and strive to build interdependent relationships, which positively impact the world.

### 3B. Curriculum

We intend to use curriculum that has already been developed.

We intend to develop curriculum .

### MSA OFFERS A COMPLETE AND COHERENT EDUCATIONAL PROGRAM

**Waldorf Curriculum Overview:** MSA receives inspiration for its curriculum and methodology from Rudolf Steiner's pedagogical indications, which began in 1919 with the forming of the first Waldorf School in Germany. The core Waldorf curriculum includes language arts, math, mythology, history, geography, geology, algebra, geometry, mineralogy, biology, astronomy, physics, chemistry and nutrition. Other topics are taught to the children include practical and fine arts, gardening, form drawing, movement, eurythmy, and a foreign

language. Typically all grades put on a class play from a block study that they have done. These activities enhance and broaden the scope and breadth of understanding in the core curriculum classes.

Dr. Clifford Mayes, an Educational Psychologist and advisory MSA Charter council member stated in his book, *Seven Curricular Landscapes: An Approach to the Holistic Curriculum*, "Waldorf students learn in sequences and paces that are developmentally appropriate, aesthetically stimulating, emotionally supportive and ecologically sensitive." (2003)

**Waldorf Curriculum:** The core Waldorf curriculum includes language arts, math, mythology, history, geography, geology, algebra, geometry, mineralogy, biology, astronomy, physics, chemistry and nutrition. Other topics are taught to the children that include practical and fine arts as well as a second language. These activities promote a multidisciplinary approach that enhances and broadens the scope and breadth of understanding in the core curriculum classes.

Each school day begins with the teacher greeting each child with a handshake and making eye contact. The teacher is able to observe the student's demeanor and state of being through this daily activity as well as authentically connecting with each person.

**Main Lesson:** The class typically begins with movement, singing, and speech exercises such as poetry recitation. The younger grades call this "Circle Time" or "Movement Journeys." The class then reviews the lesson material and moves into a time known as "Main Lesson" in which new cognitive material is studied in a block format usually lasting 3-4 weeks before a new block is introduced. These "Main Lesson" times usually lasts around 2 hours. New material is often presented thru the use of storytelling. Afterwards, children create their own "Main Lesson Books" which include artistic renderings and writing. The teacher first teaches this thru modeling. As the children grow older and gain competencies they are able to add their own artistic ideas and writings in these books. In their "main lesson books" children write and draw from the story or theme that had been previously taught the day before. The teacher guides this activity the day after the lesson so that the child first has had time to "sleep on the lesson" before deepening its concepts. These "main lesson books" are highly valued by children and parents alike. Rather than using a "textbook" to learn, the children have created their own unique book of writing and art that demonstrates what they have personally taken in and integrated. Some prominent figures that also created books in a similar manner include Leonardo Da Vinci and John Muir. Teachers strive 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 ongoing formative assessment and

determination of student 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, MSA 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 and do so in a developmentally appropriate way. All of these other activities are highly valued and integrated throughout the various subjects throughout the day creating a multidisciplinary approach that deepens children's understanding of the core curricula.

**Practical Arts:** The practical arts include sewing, knitting, crocheting, embroidering, felting, gardening, animal husbandry, cooking, woodworking, bookbinding, basketry, pottery, metalwork, stained glass, etc.

**Fine Arts:** The fine arts include drama, singing, playing musical instruments, beeswax modeling, clay work, painting, drawing, etc.

**Speech and Drama:** It is a common occurrence that grades 2-8 will put on a play highlighting one of the blockstudies they learned about during the year.

**Science:** Science is learned through a phenomenological approach involving inquiry and observation. PISA (Program for International Student Assessment) studies have shown Waldorf students to be better motivated to study science and achieve scientific understanding significantly better than measures obtained by comparable state school students. (Woods, P. Ashley, M., Woods, G., 2005)

**Musical Instruments:** Children learn to play musical instruments starting with the pentatonic flute in first grade. String instruments begin in fourth grade and children in later grades have an option of also playing a band instrument.

## **MSA FOCUSES ON IMPROVING STUDENT OUTCOMES**

### **Exceptional Educational Experience**

MSA will provide an exceptional, time-tested and research-based, educational experience for students. Student outcomes are increased when goals are made and defined. By supporting the local need for Waldorf methods and sustainability in a public school setting, the school will inspire and educate families in our area. We define success to include:

- **Educate students able to compete academically with their public education counterparts.** By the end of 8<sup>th</sup> grade, MSA students will equal or surpass their counterparts as measured by State assessments.
- **Institute a Thriving and Complete Public Waldorf School (K - 8):** Ensure that all Waldorf-inspired programs are in place and thriving, and that all teachers are receiving Waldorf training.
- **Model of Financial Stability:** Create the conditions for a productive and stable revenue flow to the school, ensure that teachers and staff are fairly compensated, all programs are properly funded, and a school campus is affordably financed.

- **Foster Effective Communication within our School Community:** Develop systems and mechanisms to enhance communication within the school community.
- **Nurture an Engaged, Waldorf Community Committed to Sustainable Volunteerism:** Organize and promote the active participation and collaboration of parents and others in a way that taps but does not exhaust all parents in the community.
- **Design and Build a Beautiful, Eco-Friendly Campus:** Ensure that the new campus is built to enhance and teach about sustainability, and that it contains all the spaces needed to advance a vibrant, Waldorf community.
- **Involve MSA with the North Utah County Community:** Reach out to the broader community to 1) enhance the school's image, 2) broaden its funding base, and 3) increase mutually beneficial collaborations and partnerships, 4) expand the uses of the school campus making it available to community groups and schools and 5) educate county residents about the merits of Waldorf education.
- **Create a Biodynamic Garden/Farm and Nature Program based on sustainable practices such as permaculture:** Develop a garden-based curriculum that teaches the principles of biodynamic gardening/farming, and that uses the school campus for hands-on farming and nature skills experiences for all students. Animal husbandry is encouraged to be part of this program when circumstances allow.
- **Inspire children to live engaged and successful lives,** prepared to meet the demands of their world as educated and responsible human beings.

#### Examples of Academic Rigor at MSA that Begin in 1st Grade

- **Math** - In first grade *all four math processes are introduced*. In addition, the *basic elements of geometry are introduced through form drawing*. This is introduced earlier than traditional models for the purpose of understanding the concept of whole to parts. Children also learn the multiplication times tables through working with manipulatives to understand concepts rather than rote memorization. They also use movement and rhythm to get these basic facts strongly embedded in their minds through movement. These learning strategies which are supported by the latest brain research show a greater learning impact than flashcards or worksheets, although those latter two elements are also used to support learning.
- **Language Arts** - Children *memorize verses and poems and use movement to do so in a daily practice called "Circle Time."* This activity builds a rich vocabulary and context for association and patterns to continue to build and develop mastery of language arts. The movement and rhythm help reinforce the language development. The teacher also models correct sentence grammar by writing on the board. Children imitate the writing in their own main lesson books and in time begin writing their own renditions. Waldorf teachers use storytelling ideally daily to engage students and model the correct way to speak and follow sentence structure. These practices all provide a strong academic language arts foundation for the young child.
- **Second language** is introduced in these early years. Speaking from a developmental perspective this is the best time to introduce this while the imitation forces in children are the strongest. Learning a second language aids in compare and contrast of language arts principles and also supports the multi-cultural mission of our school. Learning about another's culture and language helps teach tolerance for those who are

different than ourselves. It also brings greater brain development and more neural pathways through this unique learning process.

- **Science** is brought in through *direct observation and experience*. *Brain research shows the best way for children to learn is through patterns and association*. This builds up a strong foundation for children to draw from as they've had a multitude of experiences in this field of study. Children engage in science observation with a heavy emphasis on direct experience and observation and can better understand it when reading about concepts in a written way. They are fully engaged in the world around them learning plant identification, weather patterns, animal shapes and noises, growth patterns, seasonal changes, etc. during nature walks. They see science in action. Children also work with animal husbandry when possible and work in the school garden. Children also work with natural objects as much as possible during math practice when working with manipulatives or making objects through modeling with beeswax.
- **Handwork** *aids brain development* and imparts important developmental measures such as *crossing the midline*. In first grade children learn to knit which is a process that requires dexterity in the fingers, builds "grit", and develops neural pathways in the brain. Handwork also provides a concrete way to see use math such as counting by 12's, adding or dropping stitches (subtraction and addition), understanding concepts such as area and what a 12 x 12 pattern looks like brings an understanding of, length, width, and measurement. It also facilitates patterning, deciphering, decoding, and reconstruction of written directions when following patterns. It also aids the child's will to stay through a difficult and demanding project and shows the benefits of long term work when they have created something of beauty and functionality such as a scarf.
- **Music** *stimulates brain activity in multiple areas*. Singing and playing a wind instrument (pentatonic flute) begin in first grade. Much research has been done to show how music aids brain development and is an excellent way to memorize vocabulary words and learn concepts. It also encourages a "sense of self" and knowing one's voice and developing communication skills as well as encourages group and social interaction, key areas that are needed in learning collaboration.
- **Art** *has been shown to increase a child's attention span and observation skills*. *It also improves dexterity and small motor movement which leads to greater brain function*. Many studies have been done on the benefits of this practice. One such study in the medical field showed greater observation skills by those who drew rather than just used the written word alone. When children draw they are learning to make reference points and learn proportions and see in a different way. Research has been done that shows this activity *supports and aids the reading process*.

All these measures build a strong foundation to aid the child academically, emotionally and socially, and develop the student's will/grit.

Further educational success and positive outcomes are noted by actual Waldorf Education graduates and those affiliated with Waldorf Education in the sharing of personal accounts and testimonials in the research portion of this section.

### **METHOD OF INSTRUCTION ALIGNS WITH THE SCHOOL'S MISSION,**

## **VISION, AND OVERALL EDUCATIONAL PRIORITIES**

**21st Century Learning:** All educators want to help their students succeed in life. What was considered a good education 50 years ago, however, is no longer enough for success in college, career, and citizenship in the 21st century. Waldorf Education is built upon enduring human traits and needs, making it just as relevant today as it the school's inception 100 years ago. Our global society faces progressively more complicated political, social, economic, scientific, health, and environmental challenges. A seismic shift is underway as we move from a society built on the logical linear, computer-like capabilities of the Informational Age to the inventive, empathetic, big-picture capabilities of what is taking its place. There is an undeniable urgency to educate our children for the 21st century. The National Education Association asked what were the most important components for K-12 education. There was near unanimity that four specific skills were the most important. These became known as the "Four Cs": *critical thinking, communication, collaboration, and creativity*. Waldorf Education has become a known leader in the field for all four of these critical areas and these important elements are built into our school vision statement and method of instruction.

**Innovative Pedagogy - Whole Child Education:** Dr. Steiner, the founder of Waldorf Education stated, "At the heart of the Waldorf method is the conviction that education is an art-it must speak to the child's experience. To educate the whole child, the heart and will must be reached, as well as the mind." Waldorf Education offers a pedagogy that is academically rigorous, arts-integrated, interdisciplinary, and multidisciplinary which designed to promote the growth and development of the whole child. MSA receives inspiration for its curriculum and methodology from Steiner's innovative pedagogical indications. MSA uses a holistic approach and a child developmental model of teaching, "head, heart, and hands." This model can be characterized as learning in a threefold manner: intellectually, emotionally, and actively.

**Classroom Teaching Model:** Besides following Waldorf Pedagogy, MSA is interested in following a model in the classroom that comes from Ellen Winner, wife of Howard Gardner, who promotes multi-intelligences theory. She is currently a senior research associate at Harvard Graduate school of Education. She has studied when students do best in their learning. At such times there is a continuous loop and flow with three areas and then a time to come together for celebration and honoring.

These include:

- The majority of time is spent on student's learning rather than "teacher's teaching."
- The teacher presents material and content which the class can then engage in.
- There are times for students to reflect on their learning

At special times everyone comes together to celebrate and honor the work that has been done and invites families and community to attend. This can happen at school assemblies, presentations, meetings, exhibitions, festivals, concerts, plays, and other times of sharing.

## **RESEARCH THAT SUPPORTS WALDORF EDUCATION LEADS TO POSITIVE STUDENT OUTCOMES FOR ALL STUDENTS**

The latest research in educational neuroscience establishes strong linkages between high student achievement and public Waldorf methods. In his landmark book, *“What Works in Schools: Translating Research into Action,”* Dr. Robert Marzano asserts that we could be on the brink of unprecedented effectiveness for the public practice of education if we are willing to implement what is known about effective schooling. His basic position is simple: Schools can have a tremendous impact on student achievement if they *follow the direction provided by research.*

Marzano’s own research confirms that the use of certain practices used in Waldorf schools, like teacher looping, summarization, and interdisciplinary teaching allow children to excel on a variety of assessments, including standardized tests. (Oberman, 2008) As educators and their allies implement what they are learning from brain research, Waldorf charter schools will both benefit from and contribute to educational reform. Specifically, we anticipate a steady stream of interest in our unique program, and we embrace opportunities to disseminate best practices.

Perhaps one of the most compelling quotes about the effectiveness of Waldorf Education comes from an educational expert from Stanford University, one of the world’s leading teaching and research institutions, not only was he a professor of education at this elite university but is also the former President of American Association for Educational Research. He states, *“I believe that Waldorf Education possesses unique educational features that have considerable potential for improving public education in America... Waldorf schools provide a program that...not only fosters conventional forms of academic achievement, but also puts a premium on the development of imagination and the refinement of the sensibilities.”*

A 2015 Stanford study confirms the positive results achieved from Waldorf schooling. “Quantitative analysis of student record data compared to similar students in other district schools reveals that Birney [Waldorf] students have low transiency and suspension rates and *positive student achievement outcomes on standardized state assessments.*” (Beckham, Friedlaender, Darling-Hammond, Zheng, 2015)

Portland Village School, a Waldorf School in Oregon, reports on its website that in English and Language Arts, the percentage of PVS students in grades 5-8 who ‘met’ or ‘exceeded’ state benchmarks was higher than the district average, as well as the state average. This pattern has been consistent, and reinforces the Waldorf approach to teaching pre-reading and literacy skills that are rich in stories. In Science, which is state tested in grades 5 and 8, PVS students in the past have performed as well as, or more often better than their counterparts in the school district and statewide.

Top IT Tech Companies send their children to Waldorf Schools for their known results. “The chief technology officer of eBay sends his children to a nine-classroom school here [Waldorf School of the Peninsula] so do employees of Silicon Valley giants like Google, Apple, Yahoo and Hewlett-Packard.” (Richtel, 2011) This interest from top Tech Company executives has become so prevalent that many of them were interviewed in a recent 2013 video called, “Preparing for Life.” This video is available on YouTube. Many prominent leaders who attended Waldorf Schools as well as well known and accomplished individuals who send their children to Waldorf Schools are detailed in Section 4.

**Personal Statements:** Perhaps some of the greatest research and best evidence of a school's effectiveness would be from the words of those who have attended that same school and have made a mark on the world, giving credibility that this educational modality works. Here are a few samples of individuals who share about their experiences at Waldorf Schools.

One such person is Kenneth Chenault who is Chairman and CEO of American Express, he wrote: "My parents were looking for a school that would nurture the whole person...and that was focused on educating students with values, as well as the academic tools necessary to be constructive and contributing human beings...It taught me how to think for myself, to be responsible for my decisions. Second, it made me a good listener, sensitive to the needs of others. And third, it helped establish meaningful beliefs. In all the Main Block lessons — in history, science, philosophy — we really probed the importance of values and beliefs."

Julianna Margulies, an actress and golden globe winner wrote about her experience which supports Waldorf's method of instruction for positive outcomes. She states, "The first time I understood the benefit of a Waldorf education was my first week in college. Students around me were flipping out because they were afraid of writing papers. At High Mowing [Waldorf School] we had at least ten pages to write every night. It was such a big part of our education that I was very confident in my writing. We had to analyze each scene, then write the analysis. I still have my "Faust" main lesson book with me. When I wrote about it, I was able to expand my thinking and make it my own. That's what's so wonderful about Waldorf education. You're exposed to all these different ideas, but you're never given one view of it. You're encouraged to think as an individual."

Russell Schweickart, Apollo 9 astronaut, NASA Astronaut Technical Advisor, California Energy Commission, and former Waldorf parent wrote, "My daughter's experience at the Waldorf school has been both exciting and mind opening. I hope that more people can make Waldorf education available to their children."

Joseph Weizenbaum, Emeritus Professor of MIT (Massachusetts Institute of Technology) and author of *Computer Power and Human Reason* stated of Waldorf students, "Being personally acquainted with a number of Waldorf students, I can say that they come closer to realizing their own potential than practically anyone I know."

Thomas Armstrong, Ph D, Author: "In Their Own Way. Discovering and Encouraging Your Child's Personal Learning Style" wrote, "Cultural literacy is the key concern throughout a Waldorf program, and here Waldorf educators are also in accord with other experts in their field. Apparently many parents are discovering that Waldorf fills a need for a creative, artistic approach to learning that is hard to find elsewhere." (Parenting Magazine, August 1988)

Michael Ende, Author: "The Neverending Story", former Waldorf student: wrote, "I am deeply grateful for Waldorf education, which woke me up and helped me rediscover my imagination."

Jennifer Aniston, actress, shares, “I was always fascinated by acting, but my experience at Rudolf Steiner [school] encouraged me to pursue it as a career...[it was this] school that encouraged creativity and individualism.”

Eric Utne, founder of, publisher, and former editor-in-chief of Utne Reader, (described by The New York Times as “one of the most distinctive voices in magazine journalism”) who is now a Waldorf teacher states, “My son Leif attended a Waldorf school from nursery through eighth grade. Even more gratifying than his specific achievements are his ongoing infatuation with learning. ... Waldorf schools generally turn out young people who get into the colleges of their choice, but more importantly are well prepared for life. I hope this form of education becomes the basis for public school curriculum throughout the United States. And I hope it happens soon.”

Saul Bellow Nobel Literature Laureate shared, “If I had a child of school age, I would send him to one of the Waldorf Schools.”

Marjorie Spock, Author: “Teaching as a lively art“, teacher (sister of Dr. Benjamin Spock and inspirer of Rachel Carson’s “Silent Spring”, that led to Earth Day): “Waldorf education enables young people to be in love with the world as the world should be loved.”

Gilbert M. Grosvenor President & Chairman, National Geographic Society, former Waldorf parent wrote, “It is a pleasure for me to write an endorsement for Waldorf Education ...[which] has been extraordinarily successful for my son. In three years, the remarkable, dedicated faculty has directed his attitude and energies toward academic achievement and civic responsibility... The school draws out the best of qualities in young people. While this is not an instant process, the values they learn by constant contact with the faculty will provide a lifetime platform from which to grow... – In summary this system works!”

Ken Wilber, Author (among many works: “Integral Psychology”) states, “Steiner [the founder of Waldorf Education] was an extraordinary pioneer ... and one of the most comprehensive psychological and philosophical visionaries of his time ...”

Konrad Oberhuber, world leading expert on Raphael, former Professor of Fine Arts, Harvard University, now at International Christian University, Mitaka, Tokyo shares, “No other educational system in the world gives such a central role to the arts as the Waldorf school movement. Even mathematics is presented in an artistic fashion and related via dance, movement or drawing, to the child as a whole. Anything that can be done to further these revolutionary educational ideas will be of the greatest importance.”

Douglas Sloan, Ph D, Professor of Education, Columbia University shares, “Based on a comprehensive, integrated understanding of the human being, a detailed account of child development, and with a curriculum and teaching practice that seeks unity of intellectual, emotional and ethical development at every point, Waldorf education deserves the attention of all concerned with education and the human future.”

Paul Bayers, (earlier) Professor at Teachers College, Columbia University:

“The importance of storytelling, of the natural rhythms of daily life, of the evolutionary changes in the child, of art as the necessary underpinning of learning, and of the aesthetic environment as a whole – all basic to Waldorf education for the past 70 years – are being “discovered” and verified by researchers unconnected to the Waldorf movement.”

Jack Miller, Professor, Coordinator of Holistic and Aesthetic Education in the Department of Curriculum, Teaching and Learning at the University of Toronto writes, “Waldorf education has been an important model of holistic education for almost a century. It is one of the very few forms of education that acknowledges the soul-life of children and nurtures that life. It is truly an education for the whole child and will continue to be an important model of education as we move into the 21st century.”

Bruno Walter (1876-1962), composer and conductor states, “There is no task of greater importance than to give our children the very best preparation for the demands of an ominous future, a preparation that aims at the methodical cultivation of their spiritual and their moral gifts. As long as the exemplary work of the Waldorf School Movement continues to spread its influence as it has done over the past decades, we can all look forward with hope. I am sure that Rudolf Steiner’s work for children must be considered a central contribution to the twentieth century and I feel it deserves the support of all freedom-loving thinking people.”

Dee Joy Coulter, Ed.D., founding member of Addressing Children’s Traumas shares, “I first heard of Waldorf education about five years ago, after having carried out extensive study of the neurological aspects of cognition, movement, and maturation. I was delighted to discover such a neurologically sound curriculum. I heartily support efforts to spread the awareness of Waldorf education and hope that it will spawn not only an increase in Waldorf schools, but an infusion of at least some of the ideas into the mainstream where they are so sorely needed. In Colorado, I am working with several districts to incorporate various Waldorf strategies into the teaching of reading and mathematics. The ideas are very well received and very much needed.”

Jane W. Hipolito, Ph D, Professor of English and Adjunct Professor of Liberal Studies, California State University, Fullerton states “For the past ten years my teaching responsibilities have compelled me to inform myself not just about what would-be teachers need to learn. All of my instructionally related research into childhood has pointed toward the superiority of Waldorf education over all other current educational methods.”

Dr. Clifford Mayes, Ph.D., Psy.D., Emeritus Professor Educational Psychology from Brigham Young University shares, “If the millennium were to begin tomorrow and educators were asked what educational model to put in place, the best answer would be “Rudolf Steiner’s Waldorf Schools.””

Tilda Swinton, who won an Oscar for best supporting actress in 2008 and played a character in Dr. Strange stated, “When I went into the Steiner school for the first time, I was struck not only by the trusting and familial atmosphere for younger children, but mainly by older

children, because I had never walked into a school before where teenagers had been so welcoming and self-possessed and kind. The older children play with and care for the younger children...As my children go through education, I am continually more impressed by how rigorous and engaged all the learning is. The new upper school, which has only recently started here, has a 100 percent success rate in placing students at universities, including Oxford and Cambridge. A don at Oxford, who sits on the interview board for applicants, said that state education is so under question that they long for Steiner pupils who still have that love for learning. Tilda was so impressed with Waldorf Education, she founded a Waldorf high school in Scotland. Even with her degree from Cambridge and her many acting awards she said "It's the thing I'm most proud of."

### **Other Academic Research**

Academics in Waldorf Education including reading are usually started around the age of seven as this follows Steiner's developmental model as well as other schools of thought such as the Finnish model. Research conducted in 2012 showed that children learning to read later caught up with children reading earlier. (Suggate, Schaughency, Reese, 2012) This begs the question of early reading teaching and testing and if this early academics pressure is helping or harming children.

In "Learning from Rudolf Steiner: The Relevance of Waldorf Education for Urban Public School Reform," a study published in 2008 in the journal *Encounter: Education for Meaning and Social Justice*, 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 four California public schools that use Waldorf methods, Oberman found that students tested below peers in language arts and math in the second grade, but they *matched or tested above their peers in the same subjects by eighth grade*.

Waldorf students in private schools follow the world-renowned Finnish model in that students are typically less exposed to standardized testing; such tests are generally absent or minimal in the elementary school years in private Waldorf schools. Despite this, U.S. *Waldorf pupils' SAT scores have usually come above the national average, especially on verbal measures*. (See Todd Oppenheimer's "Schooling the Imagination" article in *Atlantic Monthly*, Sept. 1999, for a detailed analysis.)

Perhaps the most significant support for Waldorf Education comes from findings from the brain sciences and the emerging field of Mind, Brain and Education (MBE). MBE is a program cofounded by one of the central figures in modern holistic approaches to education, Howard Gardner. The primary goal of this initiative as defined by another of the founding members, Kurt Fischer is "to join biology, cognitive science, development, and education in order to create a sound grounding of education in research" (Fischer, 2009, p. 3). MBE is a growing field that holds promise for holistic educators (Sousa, 2010; Tokuhama-Espinosa, 2011) and is especially compatible with Waldorf Education.

These results support further investigation into the Waldorf approach and indicate it may have potential for guiding pedagogy towards a more holistic approach in public education. Future

research should examine the emergence of cognitive capacities such as creativity, flexibility, and innovation specifically in students participating in public Waldorf schools.

### **International Research**

One of the most compelling international successes of Waldorf Education includes schools in China. They have found that this educational models leads to positive student outcomes. Although this method has only been available in China for 10 years, they are struggling to keep up with its success.

A 2012 study of Waldorf pupils in Germany concluded that, in comparison to state school pupils, Waldorf students are significantly more enthusiastic about learning, report having more fun and being less bored in school, more often feel individually met, and learn more from school about their personal academic strengths. 85% of the Waldorf students reported that their school environment was pleasant and supportive, compared to 60% of the state school students. More than twice as many Waldorf students report having good relationships with teachers. Waldorf pupils also have significantly less physical ailments such as headaches, stomach aches, or disrupted sleep. There was no statistically significant difference between the state and Waldorf pupils' achievement on state examinations. (Jiminez, 2012)

Waldorf students are known for being well versed in many subjects and academically astute. Oddleifson, Chairman of CABC, stated in an address to a Public Council of Elementary Principal's Meeting, "In Germany students entering university are allowed to skip their freshman year, if their entrance exam scores are sufficiently high. Forty percent of over 1,000 Waldorf school students interviewed were found to have qualified, compared to a national average of only six percent. Leading educators have a high regard for Waldorf Education." (1995)

A recent PISA (Program for International Student Assessment) study found that, compared to state school students, European Waldorf students are significantly more capable in the sciences, slightly less capable in mathematics; and comparable in reading ability. (Jiminez, 2012)

A 2009 study comparing Waldorf and public school students in New Zealand found that the Waldorf students, who had no formal instruction in reading in preschool or kindergarten, caught up in reading ability by around age 10, at which point there was "no difference in reading achievement between children who had been given early instruction in reading and those who had not." (Suggate, Schaughency, Reese, 2012)

A 2008 report by the Cambridge-based *Primary Review*, found that "educational alternatives, including Waldorf schools and homeschooling, produce better academic results."

A 2006 PISA (Program for International Student Assessment) study of Austrian students found that Austrian Waldorf students are above average 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."

A 2005 UK Department for Education and Skills report noted significant differences in curriculum and pedagogical approach between Waldorf/Steiner and mainstream schools and suggested that each type of school could learn from the other types strengths: in particular, that state schools could benefit from Waldorf Education's early introduction and approach to modern foreign languages; combination of block (class) and subject teaching for younger children; development of speaking and listening through an emphasis on oral work; good pacing of lessons through an emphasis on rhythm; emphasis on child development guiding the curriculum and examinations; approach to art and creativity; attention given to teachers' reflective activity and heightened awareness (in collective child study for example); and collegial structure of leadership and management, including collegial study. Aspects of mainstream practice which could inform good practice in Waldorf schools included: management skills and ways of improving organizational and administrative efficiency; classroom management; work with secondary-school age children; and assessment and record keeping.

### **MSA WILL TEACH UTAH CORE STANDARDS AND ALIGN WALDORF CURRICULUM**

MSA will align their curriculum with Utah Core Standards as required by law.

MSA will meet Utah Core Standards by consulting with educational leaders in Utah and following a handbook set forth by The Alliance of Public Waldorf Education which works with over 53 public Waldorf Charters in the U.S. It has established a "Public Waldorf-Common Core Curriculum Alignment and Handbook." This work includes, "Alliance recommendations regarding the placement of Common Core standards in the Public Waldorf Education classroom....not just "what and when" but also "how" schools can address these standards while remaining true to Public Waldorf Education philosophy and pedagogy."

Using Waldorf Curriculum and incorporating Utah Core Standards, MSA will implement an experiential, arts-integrated approach that engages students at an appropriate developmental level while engaging their "thinking, feeling, and willing." This arts rich and interdisciplinary way of teaching subjects is a compelling educational model that enhances student achievement, creates a sense of well-being for the child, and promotes a deeper, experiential and long-term understanding of subject material.

**How the Utah Core Standards Will Be Taught and Assessed at MSA:** The teachers will develop lesson plans based on Utah Core Standards & Waldorf curriculum. These lesson plans will be stored in a database to develop a library from which other teachers can draw from in following years. In addition, the teachers will turn Utah Core standards into "I Can" statements which will be posted in the classroom and on bulletin boards. As "proof" these are being met they will also have a visual display such as pictures, projects, and written work that showcase student work that demonstrates student's understanding of the concept. To ensure these state standards are being taught, teachers will be assessed by administration by review of weekly newsletters sent out to parents, quarterly observations in the classroom, and discussions on this topic during faculty meetings.

Below is a sample of: **First Grade Curriculum: Content, Objectives, Skills & Assessments** showing alignment of Waldorf Curriculum and Utah Core Standards

<b>First Grade Curriculum: Content, Objectives, Skills, &amp; Assessment</b>				
<b>Subject Content</b>	<b>Language Arts</b>	<b>Science</b>	<b>History and Social Studies</b>	<b>Math</b>
<b>Description of Waldorf Content</b>	<b>Pictorial and phonetic introduction to letters; writing; fairy tales from around the world; singing; poetry recitation; form drawing</b>	<b>Nature stories; nature walks; observations; gardening; investigation of the natural world</b>	<b>Multicultural stories and class and school community building; understanding of responsible behaviors for health and safety</b>	<b>Qualities of numbers; introduction of the four operations in arithmetic; mental math processes</b>
<b>Utah Core Skills Taught / Objectives</b>	<b>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 &amp; read; understand sequence &amp; temporal language</b>	<b>Ecological awareness, developing keen observation skills, attention to detail; understand healthy behaviors; predict possible consequences for actions; observe using senses; sort natural objects; compare &amp; contrast seasonal weather changes</b>	<b>Participation in collaborative conversations; ability to ask and answer questions about information; ability to describe with details; follow rules &amp; engage in safe behaviors; understand differences and attributes of schools &amp; neighborhoods &amp; roles of people</b>	<b>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</b>
	<b>Second Grade</b>	<b>Second Grade</b>	<b>Second Grade</b>	<b>Second Grade</b>

<b>Assessment Measures</b>	<b>Readiness; MSA Formative Assessment; DIBELS; Evaluation of Student Work</b>	<b>Readiness; MSA Formative Assessment</b>	<b>Readiness; MSA Formative Assessment; DIBELS; Evaluation of Student Work</b>	<b>Readiness; MSA Formative Assessment; DIBELS; Evaluation of Student Work</b>
----------------------------	--	--	--	--

<b>Subject Content</b>	<b>Handwork</b>	<b>Foreign Language</b>	<b>Visual and Performing Arts</b>	<b>Movement / Physical Education</b>
<b>Description of Waldorf Content</b>	<b>Knitting</b>	<b>Introduction to Spanish through songs, stories and rhymes, imitation and gesture</b>	<b>Form drawing; painting; beeswax modeling; crayon illustrations, drama; singing; pentatonic flute</b>	<b>Eurythmy; circle games; imaginative games; movement combined with music and singing; throwing and catching; rhythmic stepping, balancing</b>
<b>Utah Core Skills Taught / Objectives</b>	<b>Fine motor skills, sense of form, concentration</b>	<b>Phonemic Awareness</b>	<b>Utilize drawing and other media to clarify ideas, thoughts and feelings; interpret and analyze stories &amp; topics through art forms, recognition of shapes, ability to draw &amp; reproduce simples shapes; sing</b>	<b>Brain integration, deepening of learning in language arts and mathematics; development of manipulative skills; personal and spatial awareness</b>

			<b>a melody independently with accuracy; create simple rhythm</b>	
<b>Assessment Measures</b>	<b>Second Grade Readiness; MSA Formative Assessment</b>	<b>Second Grade Readiness; MSA Formative Assessment</b>	<b>Second Grade Readiness; MSA Formative Assessment; Evaluation of Student Work</b>	<b>Second Grade Readiness; MSA Formative Assessment</b>

Utah Core Competency Example: 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. In the Waldorf First Grade, fairy tales and folk tales from around the world are used to teach the language arts curriculum. Teachers will tell stories, and then students will be asked to recall the events of the stories, details, and meaning. Early on in first grade, this recall and retelling will primarily be oral and involve the creation of artwork and reenactment. Children will write poetry or sayings from portions of their Circle time which through repetition they are usually memorized. This aids them in the reading process as they are reading material they are already familiar with and can anticipate words that follow thus gaining a sense of recognition of the sound and spelling of the word. 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 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. (Sourced from Wasatch Charter and edited)

**SPECIALLY TAILORED CURRICULUM**

As a public charter school, MSA blends Waldorf pedagogy and curriculum with the Utah Core Standards. The result is an integrated, rigorous and relevant curriculum with these unique features:

**Age-Appropriate Schooling:** MSA’s developmental guidelines for when content is presented are in alignment with prevailing theories of cognitive development such as those of Erik Erikson, Jean Piaget, Maria Montessori, and John Dewey. In addition, we now know that the brain grows in spurts, releasing new capacities in the maturing child and adolescent. MSA’s methods are, whenever possible, aligned with these developmental windows.

**The Teacher:** MSA teachers understand the word *educate* is derived from the Latin word *educare*, meaning “to bring forth” or “draw out.” Teachers create a classroom environment where each student is honored, allowing learning to be free from inhibition or fear. This also enables the class teacher to gain detailed insight into each child, facilitating more in-depth assessment and encouraging resolution of problems, leading to better results.

**Teacher Looping:** A core principle of the school's program is that a cohort of students' moves through multiple grades together with the same class teacher in a process called *looping*. The class teacher, while not the only teacher with whom the group has contact, is the adult who acts as class guardian. The teacher provides leadership for the class and continuity over several years of development. The resulting connection between student and teacher acts as a guarantor for well-being, while placing an emphasis on relationships as a means for learning. Renowned educational researchers have cited specific advantages to the looping model:

- Instructional time is maximized
- Teachers increase their knowledge about a child's intellectual strengths and weaknesses in a way that is *impossible* to achieve in a single year
- An emotional and intellectual climate that encourages complex thinking
- Improved standardized test scores

**Rhythms in Learning:** The Waldorf-inspired approach sees consistency as a vital element of learning. During the school day the rhythm of learning ebbs and flows. There is a balance of experience between concentration and relaxation, mental and practical work, movement and stillness, listening and participation, observing and doing. Such rhythm sparks interest, maintains attention, and supports children physiologically. Rhythms extend beyond the classroom walls on multiple levels. For instance, the school's master schedule of classes is set so students engage in most of their intellectual work in the early hours of the school day, when their brains are particularly alert. Another example of school wide rhythm is the celebration of the seasonal festivals, which provides a natural sense of continuity and connection. Parent-partners are supported in their efforts to establish clear and predictable patterns on the home front as well (bedtime rituals, sharing family stories, reading, chores, meals, etc.). As a result of these concerted efforts, students are provided with a strong and secure foundation that fosters healthy development and resiliency.

**Daily Rhythm:**

- ***School Gathering***  
Setting the tone for the day, the Executive Director will greet 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. Handshakes, 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 is called, "Warm-ups." This connection time 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.”

**The Role of the Arts:** The arts are integrated throughout the school curriculum for several reasons. The visual and performing arts develop the aesthetic sense and support the students’ emotional life. For this reason, study of the arts is central to the program. Secondly, artistic activities such as painting, drawing, drama, singing, and instrumental music are combined with core academics to enrich and enliven learning. The arts stimulate the various intelligences in each student. Art projects are thematically linked to academic work. For example, fractions may be demonstrated through experiencing musical whole, half and quarter notes. Research has proven that students who study the arts consistently perform better in academic pursuits. A 2005 publication on the evidence about the Arts and it’s positive relationship in academics can be found online at: <http://www.nasaa-arts.org/Publications/critical-evidence.pdf>

An article from Institute of Education entitled, “The power of music: its impact on the intellectual, social and personal development of children and young people” shows research on the benefit music plays in education. “Playing an instrument can lead to a *sense* of achievement; an *increase* in self- esteem ... physical development, health and *wellbeing*.”(Hallam, n.d) The whole study is worthwhile for educators to read and is noted in the “Works Cited.” A recently published report on Neuroeducation calls for the use of music and the arts, not as a means of enrichment, but as a means of building cortical circuits critical for success in writing, reading and mathematics (Hardiman, Magsamen, McKhann, & Eilber, 2009).

**Learning from Whole-to-Parts:** The learning process is integrated and holistic so material is comprehensible and connected across disciplines. Learning typically starts with concrete and familiar examples and moves from there into more abstract concepts. Ideas are presented within the broader context first and then broken down into smaller pieces. This practice is particularly evident in the presentation of *Main Lesson*.

**Story and Ethics:** Another key feature of the MSA learning program is *storytelling*. Stories direct attention to personal experience, thereby increasing students “intrinsic” motivation to learn, as well as their sense of ethics. Ideally, MSA teachers tell stories *from the heart* and in *their own words*. During Main Lesson teachers recite compelling stories to students of all ages. Classic literature and expository texts are also read at appropriate times after Main Lesson. Teachers make special efforts to use vivid language and imagery to spark the students’ curiosity, hold their attention, and model high standards for speech. Through storytelling and the accompanying chalkboard drawings, students become enthusiastic participants in the learning process.

In his book, *The Literary Mind*, cognitive scientist Mark Turner writes that stories are fundamental instruments of thought. Stories are important cognitive events because they encapsulate information, knowledge, context and emotions into one compact package. The story is one of the basic tools invented by the human mind for the purpose of understanding because stories convey complex ideas in a memorable and meaningful way. The integration of

art and writing with learning stories enable children to face and accept their own circumstances. Difficult emotions such as isolation, anger or fear can be implicitly addressed by the teacher in story form, thus allowing students to come to terms with their own needs. Conflicts in the classroom can also be worked out through the use of tailored stories. Susan Perrow has authored a book, "Healing Stories for Challenging Behavior." which illustrates this concept.

Teaching through stories has been proven to equip students with deep empathy and strong ethics. The pedagogical story is used in Waldorf Education to give children strong moral pictures. This has proven far more effective than moralizing, confronting or criticism. Subsequently, a sense of right and wrong is developed in the individual as well as the community of the class. An American study found that Waldorf-educated students scored significantly higher on a test of moral reasoning than students in traditional high school *and* students in a religiously affiliated high school. Waldorf students are also far more likely to voice opinions based on sound principles. Robert Coles, a Harvard professor, author of over 50 books, and child psychiatrist, stresses an immersion in moral stories in his well-known books on the development of a moral and spiritual intelligence in children.

Coles feels that we learn our most lasting moral lessons through stories. Storytelling, in the form of both personal narratives and the established literary tradition, gives us a fuller understanding of ourselves and the experiences of others. "The whole point of stories," he observes, "is not 'solutions' or 'resolutions' but a broadening and even heightening of our struggles." They remind us of what is important in life, admonish us, point us in new directions, engage us in self-reflection, and sometimes inspire us to lead lives of moral integrity. The beauty of a story, he says, is in its openness — "the way you or I can take it in, and use it for ourselves." Often they embody "the moral contradictions and inconsistencies in our personal lives," and thus give context and meaning to the social and political narratives of society at large." (London, n.d.)

**Preservation of Childhood:** To ensure optimal learning, the school prioritizes the preservation of childhood. Premature intellectual demands are avoided and skills are introduced at appropriate ages; fostering a cooperative non-competitive environment. Preservation of childhood also calls for the healthy development of the imagination through creative play, nature-based activities, appropriate autonomy and a wholesome environment.

**Imagination at Work:** As advocates for childhood, MSA works to establish a culture free from consumer-oriented messages and commercial images. Today's children are immersed in an electronic environment. According to a recent study by the Kaiser Family Foundation, by the time the average child reaches 7th grade he spends more time with media than with parents, physical activity, homework, and chores combined. Over-exposure to electronic media hampers the development of the child's imagination, memory, and overall well-being. (Wolpert, 2009)

Research indicates children use less mental effort when processing information from electronic media than they do from print. The concern is that children who are exposed to heavy doses of electronic media may never learn to process information in the complex way that facilitates creative achievement.

**Healthy Nutrition:** Nutrition and schooling performance go hand in hand. Simply put, bad eating habits negatively affect student attendance, achievement, and behavior. As a result, we will strongly established school-wide nutritional guidelines to improve learning and to embed positive lifelong habits into the educational environment.

**Physical Activity:** The qualities of physical fitness and health enhance the students' welfare and academic achievement. Each child is encouraged to rise to his/her individual physical potential. Movement activities, games, dance, and other forms of creative physical expression such as eurythmy are infused into the curriculum as well as meaningful work through gardening, handwork, and when available woodworking lessons. To the greatest extent possible, classrooms and play yard space are organized to maximize the children's opportunities for movement.

**Parental Involvement:** Parent participation is a keystone of our program. A significant body of research indicates that when parents participate in their children's education, the result is an increase in student achievement and satisfaction. Increased attendance, fewer discipline problems and higher aspirations have all been correlated with successful parent involvement. Active parents strengthen the school on many levels. As a charter school the individual skills, talents and interests of the parent body are resources which the school depends on. Additionally, strong partnerships with parents bring greater meaning and purpose to education by integrating the children's school life into their family life and into their community. Successful parent involvement requires ongoing parent education. Parents organize and attend lectures, book talks, support groups, school festivals and class meetings-all of which focus on child development as well as specific aspects of the educational program. The school community is further connected through optional seasonal programs and festivals.

**Safe Environment:** Effective discipline is essential to the learning environment. Students need to feel safe and protected in order to be free to learn. To ensure this, age-appropriate behavior expectations are insisted upon. A positive but firm approach to discipline allows students to be gradually led towards self-discipline. MSA teachers are confident authorities who exercise strong leadership creating a healthy environment worthy of imitation. MSA understands that discipline is about teaching versus punishing. Compassionate Communication is the form of discipline the school will use.

### **MSA CURRICULUM**

MSA will utilize a hybrid model of existing curriculum as well as develop their own school curriculum. Following is a description of the intended educational program that includes methods of instruction and sample curriculum choices as well as a description of how curriculum will be selected and developed.

### **MSA Will Combine Waldorf Curriculum with other Supplemental Material such as Saxon Math & Bal-A-Vis-X (BAVX)**

MSA is seeking to become a certified "Public Waldorf Charter School" such as Wasatch Charter, but is utilizing a different method of bringing academics to children in two areas of language arts and math. MSA believes two additions will benefit the school academically and

directly influence test scores in a way that fits the Waldorf culture. The first component includes math teaching everyday, supplementing with Saxon, a time-tested math curriculum. The second addition includes Bal-A-Vis-X, a researched based activity that increases Dibels test scores.

Children are naturally artistically inclined and anticipate creative activities. Using the Waldorf Curriculum and other supplemental materials such as Saxon Math and Bal-A-Vis-X, MSA will cultivate and nurture this artistic nature through invigorating children’s imagination, creativity, mind-body connection, critical thinking, and curiosity with their coursework. Waldorf Education teaches in block units and typically alternates between a Language Arts Block and a Math Block. *Due to emphasis on charter testing results as well as state and federal requirements, MSA has changed it’s direction from proposals in the past and will teach both “Main Lesson” and math daily.* As a result, Saxon math will be used to supplement the extra time students will be spending on math. This differentiates MSA from the other Waldorf charter school in Utah in our method of instruction. We believe this extra block time of math every day will result in higher scores in testing. Saxon math was selected due to its spiraling approach of teaching math and revisiting learned material as well as its use of “mental math” practice which is commonly used in Waldorf Charters around the world. Saxon math is also a known, valued, and trusted math curriculum that is known by the general population.

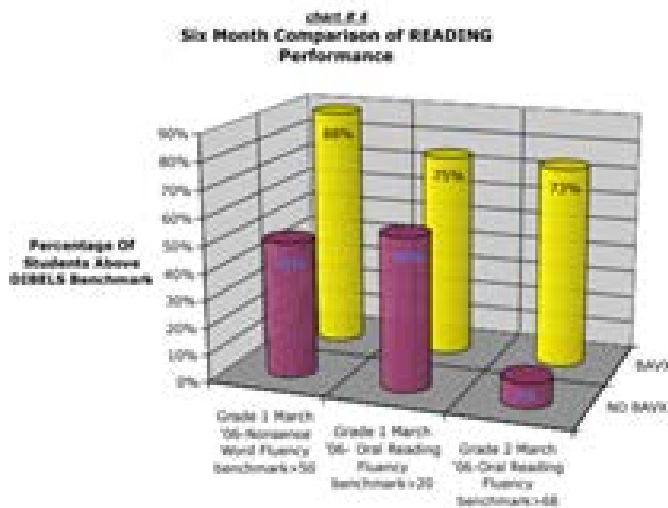
*In addition, MSA will also differentiate from the other Waldorf charter in the state by implementing Bal-A-Vis-X which stands for “Rhythmic Balance/Auditory/Vision eXercises for Brain-Body Integration.” (BAVX) has been researched by scholars and the results show an increase in DIBELS scores.*

This program was selected due to research that these exercises increase Dibels test scores and that they aid children in spatial awareness, eye-hand tracking, and facilitates mind-body connection. In school settings the program involves cooperation, promotes self-challenge, and fosters peer teaching.

**RESEARCH ON DIBELS SCORES & BAL-A-VIS-X**

Candi Cosgrove, M.Ed and Sarina Ryan, M.Ed conducted a research project on “The Effects of A Learning Strategy, Bal-A-Vis-X, on DIBELS Reading Scores.”

“The standardized tests used were from the Dynamic Indicators of Basic Early Literacy Skills, commonly referred to as DIBELS. The scores indicate that using BAVX as a learning strategy caused a rise in test scores. This has been determined by the increase in test scores of the BAVX group as compared to the control group, who did not participate in the use of this learning strategy. In addition, the sense of accomplishment



the students experienced while participating in BAVX resulted in positive feedback and self-esteem that became progressively self reinforcing. (Cosgrove & Ryan, 2006)

**Saxon Math:** Saxon Math was developed John Saxon and is noted for its incremental approach to learning math while reviewing key concepts in a spiralling approach. It also has many mental math problems that children review on a daily basis which is a common Waldorf math practice and aligns itself well to Waldorf Curriculum. Many schools and the public promote the use of this time tested math curriculum. Lakeview Charter which is in a target area is using Saxon math as its math curriculum. It has been stated that math scores improve by using it's teaching method. Wikipedia commenters shared, "By the mid-2000s, many school districts were considering abandoning experiments with reform approaches which had not produced acceptable test scores. For example, school board member Debbie Winskill in Tacoma, Washington said that the non-traditional Interactive Mathematics Program (IMP) "has been a dismal failure." Speaking to the board, Mount Tahoma High School teacher Clifford Harris noted that he taught sophomores in another district Saxon Math, and their Washington Assessment of Student Learning scores have continually climbed. Unlike IMP, Saxon program gives students plenty of chances to review material, so they retain their skills, he said. In September 2006, Tacoma Public Schools introduced the Saxon books district-wide and rejected the previous IMP textbooks."

### **Existing Waldorf Curriculum**

After MSA has funds available, it is planning to purchase Waldorf Curriculum from existing successful charter schools. Desert Marigold, a successful charter school of 21 years has been identified and contacted. If this acquisition were to fall through for some reason, MSA has backup plans in place to purchase from other successful Waldorf Schools and work with the Alliance of Waldorf Education, of which it will be a member, to procure adequate Waldorf curriculum for it's charter school. In addition, MSA has already acquired curriculum material and has a good working relationship from Circle of Seasons Public Waldorf School.

There are many established Waldorf curriculum resources such as Live Ed!, Bearth Institute, Christopherus, Waldorf Essentials, Path of Discovery, that MSA may purchase to use as curriculum resources, etc. There are also live and recorded trainings for teachers to hone skills and learn content of what is taught in each grade. "Millennial Child" offers curriculum, training, and resources online. Waldorf teachers have also created curriculum resources such as "Making Math Meaningful" and "A Waldorf Journey."

### **MSA's Own Curriculum Development**

Besides using other public Waldorf School's curriculum and other businesses' Waldorf curriculum, MSA plans to develop their own curriculum and have it's own electronic database available for teacher use. In Waldorf Education, "The Child is the curriculum." While there are set pedagogical topics studied in each grade, the ideal is that the teacher knows his or her class best and can create their own lesson plans to include stories and other material that will best meet the needs of their class. Lesson plans, curriculum content and study subject material will be provided for the class teacher, especially for those who are new Waldorf teachers. However, the ideal is to have the teacher free to participate in the "art of teaching" rather than follow exact wording and content in textbooks or lesson plans.

MSA will develop their own curriculum through creating a “school library” of teacher resources that will be stored in a school database for future teacher reference. Each grade teacher will store digital copies of grade planning and will pass that down as reference material for the new teacher teaching that grade the following year. These resources are intended as reference material and it is expected that each teacher will create their own lesson plans determined by class needs and developmental appropriate activities for their grade level following Waldorf pedagogy and best practices.

The curriculum lesson plans that will be stored in our library will be thoroughly reviewed by the Assistant Director and other staff to ensure that they follow both Waldorf pedagogy as well as assure alignment with Utah Core Standards.

**Developmental Stages in Curriculum Design**

The public Waldorf approach to education recognizes that certain capacities emerge in students at fairly predictable developmental, while also allowing for individual rates of maturation and uniqueness. This appreciation for the metamorphosis of comprehension underlies both the organization of the curriculum and the changing methods of teaching. Classrooms, materials used and curriculum cultivate a sense of beauty, wonder and deep respect for the natural world, affirming that the intelligence and imagination of the young child is best developed without the use of technology; up to grade six computer technology is used only as a practical necessity for computer based testing, library and research purposes.

Learning a second language begins in first grade. The joy of music enhances cognitive development throughout all of the grades. Cooperation and self-advancement is encouraged rather than outwardly directed competition. The goal of this educational experience is to enable students, as fully as possible, to freely choose and realize their individual path through life. The school community is further connected through seasonal programs and festivals.

Keeping in mind the developmental stages and first grade waldorf curriculum, below is a sample schedule for first graders:

<b>Start Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:30</b>	Child Drop-off	Child Drop-off	Child Drop-off	Child Drop-off	Child Drop-off
<b>8:45</b>	Teacher Greet Circle Time	Teacher Greet Circle Time	Teacher Greet Circle Time	Teacher Greet Circle Time	Teacher Greet Circle Time
<b>9:00</b>	Bal-A-Vis-X Main Lesson Language Arts History Science	Bal-A-Vis-X Main Lesson Language Arts History Science	Bal-A-Vis-X Main Lesson Language Arts History Science	Bal-A-Vis-X Main Lesson Language Arts History Science	Bal-A-Vis-X Main Lesson Language Arts History Science

<b>11:00</b>	Morning Recess	Morning Recess	Morning Recess	Morning Recess	Morning Recess
<b>11:15</b>	Math	Math	Math	Math	Math
<b>12:00</b>	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Character Education Weekly Reflection Clean-up
<b>12:45</b>	Handwork	Spanish	Handwork	Spanish	<b>12:30</b> Child Pick-up/Opt. Sack lunch to go
<b>1:30</b>	Pentatonic Flute	Modeling - Sculpture	Singing	Painting	
<b>2:15</b>	Eurythmy	Movement/Games	Eurythmy	Gardening	
<b>3:00</b>	Class Clean-up - Daily Reflection	Class Clean-up - Daily Reflection	Class Clean-up - Daily Reflection		
<b>3:15</b>	Child Pick-up	Child Pick-up	Child Pick-up	Child Pick-up	

**Mountain Sunrise Academy Mascot & School Colors:**

The school’s mascot will be the Mustang which relates to MSA’s school vision and mission. The Mustang stands for the values of freedom, spirit, strength, and beauty. In 1971, the United States Congress recognized that "wild free-roaming horses are living symbols of the historic and pioneer spirit of the West, which continue to contribute to the diversity of life forms within the Nation and enrich the lives of the American people." Mustangs are characterized as surefooted, hardy, and having good endurance. These are characteristics which represent confidence, fortitude, and resilience which are noble goals for our students.

Mountain Sunrise Academy’s school colors will be red, yellow, blue, and green. As Waldorf Schools have a focus on nature, each color relates to one of the seasons which together create a whole cycle or year. One of the deep philosophies found in Waldorf Education is that of teaching whole to parts. Looking at the school year as a whole in relation to the seasons and colors provides context for the students and is helpful in recognizing this connection. The “Whole to Parts” concepts is again found in the cycle of seasons when celebrating seasonal festivals and instilling a healthy school rhythm. These colors also represent Steiner’s indications for the four temperaments, a deep pedagogical practice in addressing the different styles of learning and personality types.

### **Criteria For Promotion From One Level To The Next, Or Graduation**

MSA will base grade advancement and graduation 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. Students with Individualized Education Plans (IEP) will be evaluated based on the criteria set forth in their IEP's.

### **MEETING THE NEEDS OF ALL STUDENTS**

MSA will use inclusive practices to meet the needs of all students and does not discriminate on the basis of race, color, economically disadvantaged, etc.

**Gifted Students:** Academically gifted students will strongly benefit from the personalized approach to learning. Students who are gifted can deepen the content area they are learning about with more practice. For example, if other children are knitting a simple pattern and the gifted child finishes, they can be given a more complex pattern to complete. The projects will give them an opportunity to stretch their abilities and also develop other abilities in project management, leadership, teamwork, communication, and a self-generated love of learning by deepening tasks according to their ability. Advanced and gifted students will be given the opportunity to deepen concepts to learn to mastery. Perryman, of ERIC Foundation stated, "A review of the literature regarding mastery learning suggests that mastery learning can benefit gifted education programs in two ways. First, the process provides information to determine if gifted students have mastered essential elements for a particular subject area. Second, mastery learning provides alternatives such as student-directed learning, discovery learning, and peer tutoring for gifted students once mastery has occurred.

**Academically Challenged Students:** This demographic tends to gravitate to whole child education models because these students don't thrive in a traditional school environment. MSA will employ the resources to assist academically challenged students offered to them in a traditional school setting. The many project-based learning experiences may give the academically challenged student another measure of their value and success. Some may find talent in the many art forms that are introduced. MSA will provide comprehensive interventions for students who are identified as having a disability as defined in the Individual with Disabilities Education Act (IDEA). The comprehensive program will include a "push in" program to support students in teacher directed small group instruction, a "pullout" program to provide students with specialized instruction to assure the student's Individualized Education Program (IEP) goals are met, and a self-contained program. Children with special needs will be placed in the "least restrictive environment" to ensure they are included in the general education classroom as often as possible. The type of program needed will be determined by the student's IEP.

**Commitment to Serving All Students (Disabled, ELL, 504):** 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.

MSA will attract children whose parents feel that they would function better in a whole child educational model. MSA will identify students within special populations through the following means:

- Registration: including home language survey, special education, and 504 identification questions
- Child Find for Special Education
- Assessment Data (State required and curriculum based)
- Behavioral Data
- Teacher Observation
- Teacher generated student information survey

Students who are English Language Learners will receive appropriate interventions including, but not limited to:

- Small group instruction
- One on one tutoring
- The implementation of World Class Instructional Design and Assessment (WIDA) strategies
- Professional Development for teachers of ELL students
- More instructional time in literacy
- Peer mentors

**Parent/Guardian Involvement:**

Family Involvement is vital to our program of instruction and it is an important purpose of charter schools. MSA will empower parents and guardians of students with a wide range of meaningful opportunities to participate resulting in a strong and supportive community of parent stakeholders. MSA will include on their student enrollment forms a list of parent volunteer opportunities aimed at improving education, our school, and community outreach. These opportunities will also be placed on school bulletin boards, website, and social media. These committees may include but are not limited to the following:

- 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, activities, guest speakers, etc.,
- Provide Governing Board and Faculty Council insight into student needs,
- Coordinate MSA cooperation with outside groups
- Assist in fundraising efforts
- Chaperone activities

If parents would rather donate instead of volunteering, that opportunity will also be available.

Parents are encouraged to volunteer 3 hours a month, but their participation does not limit their ability to enroll. Throughout the school year, parents will be encouraged to complete a survey so that MSA has an insight on the needs of its community. By offering their feedback throughout the year, MSA can work with parents in growing our community.

### **ASSESSMENT METHODS; MEASURING STUDENT PROGRESS & OUTCOMES**

MSA will administer all federal and statewide assessment as described in Section 53E-4-301.

Employing many different methods to assess students is important if we are to successfully measure the depth and breadth of what students are learning. Multiple measures provide a more complete and accurate representation of student achievement over time than is possible with a single measurement of assessment. The use of multiple measures also serves to ensure that instruction does not focus on a single test or a narrow set of learning styles.

Data collected through 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, the Executive Director, the Assistant Director, and the Curriculum and Assessment Coordinator to ensure that curriculum is effectively meeting the instructional needs of the students in mastering Utah Core Standards. This collection of data is also a part of regular teacher evaluations. By compiling student portfolios, formative assessment data, and summative scores, MSA intends to provide a broad and detailed accounting of student development and progress.

“While excessive and excessively bureaucratic assessment stifles teacher initiative and intuition and turns results and therefore pupils into the ‘fodder’ of education as a system, too little assessment carries the danger of subjectivity and arbitrariness. It is the duty of every school to find ways to acknowledge and celebrate the active work, human contribution and broad accomplishments of its students and to set them on a path of what the psychologist Abram Maslow called self-actualisation and self-transcendence. This can be represented in the following way: Ipsative level, Formative level, Summative level, and Normative level.” (Avison & Rawson, 2014) MSA plans to use assessments in each of these levels.

MSA will also use a variety of methods to measure student progress and to evaluate all realms of the child’s development, including his/her: Intellectual Capacity (mind); Social-Emotional capacity (heart), and Physical Capacity (body); MSA educators provide a variety of descriptive feedback to students and families within a non-competitive learning environment.

**Summative Assessments:** Summative assessments will be taken several times throughout the year. At the beginning of each school year, students will be tested to assess their current level. In addition, students will complete a preliminary test and a final test at the end of each school year to track student progress towards mastering Utah Core Standards.

**Formative Assessments:** In addition to summative assessments mandated by the State of Utah, MSA intends 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 classroom participation, physical and fine motor skills, communication skills, creative thinking/problem solving, collaboration, and academic understanding.

The assessment tool will be directly connected to the standards for each grade and enable MSA teachers to regularly assess students, analyze and document their progress on a variety of measures, identify areas in need of intervention, adapt instruction accordingly, and report accurately and consistently to faculty, parents, and the State on student progress.

Data to complete the formative assessment will be collected at scheduled times throughout the year. The sources for data will vary based on the item being assessed. Faculty members will identify target instruction based on test results and adjust lesson plans accordingly to master material where deficiencies exist. The following is potentially how the various subjects will be assessed:

ELA: Benchmark and Progress Testing by class teacher

Math: Benchmark and Progress Testing by class teacher

Reading: DIBELS and class teacher observations

Written: Writing may be assessed through teacher evaluation of students' Main Lesson Books

Physical skills: Movement & Eurythmy teacher as well as class teacher's observations

For each objective, students will be ranked on a scale of 1-4 as "Not Observed," "Emerging," "Proficient," or "Exceeds Expectations" and/or will be meeting the targets described in their IEPs.

**Criteria Referenced Reports:** These reports are prepared for students beginning in first grade and shared with parents at key intervals throughout the year. These assessments are based upon teacher-designed classroom assessments, teacher observations of students, and other evidence gathered during instruction. The assessments include narratives with an overview of essential course work, and a discussion of the student's achievement, performance, and growth in each of the various curriculum blocks, specialty subjects, social skills and work habits. The assessments are built using a standards-based rubric. These rubrics track individual student progress in regard to specific skills and knowledge areas. Any student who is not progressing as expected will receive further teacher attention and may be supported through additional support services. These tools improve instruction in that they engage both the student and teacher in a formative, frequent, and ongoing reflective process.

**Parent-Teacher Conferences:** These conferences for all students take place at least twice a year, or more, if dictated by individual circumstances. Parents, teachers or students may make requests for additional conferences. These conferences are essential in that they allow a complete picture of the child's performance to unfold. Moreover, they provide opportunities for teachers and parents to strengthen school-family partnerships. Conferences are especially effective as a result of the school's looping model and warm community atmosphere that often occurs from running a smaller school.

**Portfolios:** These include student Main Lesson books, work samples, practice papers, written work and reports, artwork, etc. In order to insure validity, reliability and objectivity for these authentic assessments, rubrics are used to evaluate portfolio items. Rubrics are based on criteria and provide meaningful feedback to students.

**Ipsative Assessments:** These include biographical student work, development of a student's improvements compared to their own development. Biographical level works into and informs all assessment. Normative and summative assessments contextualises formative and ipsative.

**Demonstrations:** This includes oral recitations, presentations, reports, performances or other demonstrations, which occur regularly beginning in first grade, by students individually as well as the class as a group.

**Standards-based Classroom Assessments:** These are an integral part of the school-wide assessment program. Before a lesson or block is taught, the teacher will pose the question: what evidence will be collected from students in order to demonstrate their knowledge and proficiency? Once this question is posed, the assessment will be designed and the criteria developed. Keeping the desired outcomes in mind, the teacher will then be ready to plan and sequence the learning activities. Assessment will inform instruction, culminating in the creation of unique projects, exhibitions, and overall higher student achievement. Proven instructional strategies will be used to challenge students to think at high levels and show acquired knowledge and skills. Example strategies include: effective questioning techniques; summarizing and notetaking; collaborative work; non-linguistic representations of key concepts and vocabulary; and effective homework and practice. These strategies allow students to demonstrate their learning on a daily basis.

**School-wide Assessment Strategies:** In addition to assessment of individual students, MSA will implement a variety of measures for determining the success of the overall school program and the school staff:

**Strategic Planning Cycle:** MSA will engage in an annual Strategic Planning process to evaluate school performance, revisit the mission and values of the school, update the school goals and student outcomes, and allocate resources for the upcoming year. Analysis of school decisions and outcomes will be examined and a strategic plan will be set for the following school year. This planning cycle will become more formalized beginning in year three of operations.

**External School Evaluation:** The school will typically engage an independent knowledgeable evaluator from outside the school community. Evaluation includes an assessment of the instructional program as well as other qualitative and quantitative information about school operations, culture and teaching. This ensures the school is adhering to its mission and meeting its intended goals.

**Staff and Administrative Evaluations:** To assure the highest quality education, the MSA staff will be observed on a regular basis and evaluated using a comprehensive and student-

centered evaluation system. Student, parent and peer feedback will be part of the multiple measures used in evaluations.

**Parent Involvement:** The school reviews the level of parent involvement and the accomplishments over the course of a year in order to measure overall success.

**Parent Surveys:** As a charter school, MSA is a school of choice. Accordingly, it is essential to measure the satisfaction of and solicit feedback from the parent community. Regular parent surveys allow collection and tracking of data on several levels.

**Student Surveys:** Student surveys allow direct collection of information regarding the support and climate that students experience at their school. These surveys will be used both for current students as well as those leaving the school or graduating.

**Additional Methods for Measuring Students Progress:** Assessment of student performance is one of the most powerful tools a classroom teacher or school can use to enhance student achievement and school-wide performance. Assessment as part of daily instruction is especially effective because it engages students and teachers in a frequent and ongoing reflective process. Together with an age-appropriate curriculum and brain-compatible instructional strategies, assessment *for* learning will be an integral part of the pursuit of excellence at MSA.

The school's methods of assessment, in conjunction with the mandatory state assessments, address student's individual strengths and weaknesses and build upon their assets versus their deficits. MSA's assessment system is supported by current educational research on multiple intelligences theory, interdisciplinary teaching, and instructional methodologies, which address the whole child.

### **MSA Provides Waldorf Teacher Training/Professional Development**

- A one to two-week pre-service Waldorf training prior to the start of school will be offered to the teachers.
- A full-time Waldorf Assistant Director will be hired to guide new teachers in Waldorf Pedagogy and their classroom teaching approach as they develop their personal skills and capacities. The Assistant Director will aid teacher training and offer suggestions of improvement.
- Ongoing Waldorf training workshops provided during the school year by experienced mentors.
- The Executive Director and Assistant Director will facilitate peer observations and feedback to aid educators in improving their skill set.
- Common planning times and time before or after school will be provided to collaborate and coordinate instruction with other teachers.
- Peer study-teachers will have opportunity to observe one another and a substitute teacher will be hired to fill the other teacher's class. This allows for sharing of best practices, collaboration, and faculty team building.

MSA also plans on hiring a number of experienced Waldorf teachers to aid and help mentor

newer teachers. MSA's faculty will have the support they need to be effective with the children in their class.

As a new school and a fairly new method to Utah, we know new teachers will need time and experience to hone their skills as Waldorf educators. It's important to realize that the most important aspect, according to the founder, Rudolf Steiner, is that the teachers are striving. Eventually with time, each of these skills will be learned and new teachers will become experienced Waldorf teachers. Our educators will have the opportunity and support they need to become master teachers. We believe due to the positive school culture, competitive pay, and high job satisfaction we will have high teacher retention.

MSA teachers are required to hold a bachelor's degree and be a Utah certified teacher or be pursuing licensure. In addition, teachers are also expected to pursuing ongoing Waldorf training and ideally receive a Waldorf Certification. All employees will undergo an annual performance review which will in part determine individual and staff professional development needs. MSA will provide extensive professional opportunities in Waldorf Education and other professional development including interpersonal communication and inner development as well as, compassionate communication, virtues project, and appreciative inquiry. Professional development will occur throughout the school year through trainings, workshops, child study, staff meetings, parent education evenings, special guest speakers and individual teacher mentoring.

Hoffecker Burgess Consulting has been identified as potential trainers that have the skill set needed for training in Waldorf Education and have much training experience in Compassionate Communication and Appreciative Inquiry. Other Waldorf trainers may be identified and contracted to conduct teacher training as needed.

**Approach to Discipline:** MSA Code of Conduct includes the following:

- All students, faculty, and parents at MSA will conduct themselves in a manner that contributes to a productive, safe, happy, inviting learning environment for themselves and others.
- All students, faculty, and parents are expected to follow our school vision and uphold the virtues of goodness, beauty, truth, respect, reverence, responsibility, and charity.
- Students will abide by the dress code.
- All students, faculty, and parents will demonstrate respect and care in their use of school property and resources
- All students, faculty, and parents 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.
- All students, faculty, and parents are encouraged to follow the Golden Rule: Do unto others as you'd have them do to you.
- All will be encouraged to strive and develop themselves to be good human beings

The school's philosophy with discipline is to take a proactive approach by presenting clear classroom policies and expectations regarding student behavior on the first day of school and reinforce these expectations consistently throughout the school year. We also teach character

development through the use of stories which allow students to take the principles and ponder them and use wisdom in how to apply themselves in similar situations. We use practices such as Compassionate Communication and the International Virtues Project to teach appropriate skills in interacting with one another and aid in character development.

Most problems can and should be handled in the classroom. When teachers are unable to remedy behavior problems in the classroom, teachers will work closely with the student, parents/guardians, and or other school staff to coordinate their efforts in the resolution of discipline matters. In the event that suspension/dismissal is required, MSA staff will act pursuant to the applicable student discipline policy and in accordance with IDEA and all other applicable state and federal laws.

### **TEACHER RECRUITMENT**

**Competitive Pay:** MSA offers competitive pay for teachers including a good market salary according to experience and also offers medical benefits and a 401K plan.

**Professional Development Training:** It does take time to learn the many skills of teaching Waldorf Education such as storytelling, modeling, recorder playing, singing, art, mental math, form drawing, movement, painting, drama, speech, main lesson book work, chalkboard drawing, lesson planning, whole child education, inner development, Waldorf pedagogy, as well as new set of curriculum each year as the teacher loops to a new grade with their class, etc. However, this is also what adds to the appeal of being a Waldorf teacher; to develop deep connections with the children from year to year and to learn new curriculum with them through the grades and increase one's skill set in the many topics listed previously. We believe the professional development and training in these areas will attract teachers who want to learn these interdisciplinary and art-integrated skills. The interpersonal and inner work training such as The Virtues Project, Compassionate Communication, and Appreciative Inquiry will also attract teachers. Friday will be early release for students. Each Friday will be devoted to Professional Development.

**Administrative Professional Development:** The Executive Director and Assistant Director will receive professional development trainings by attending the annual Waldorf training put on by the Alliance of Public Waldorf Education in California. They will also attend the 1-2 week pre-service Waldorf training held on site at the school. MSA's administration will also attend trainings put on by the SCSB and UPACS as appropriate and timely.

**Teacher Respect:** Waldorf teachers have deep respect from parents and the community, which would appeal to teachers who have not received that acknowledgement in the past. Our Charter Council is also collaborative in nature and has teacher representation at meetings. It is hopeful that this will create a culture of trust and respect and the teachers will feel valued. We believe this collaborative school culture will attract quality teachers to our school.

**High Job Satisfaction:** In speaking with other Waldorf Teachers, many have stated they were drawn to the Waldorf schools they work at due to the unique nature of how the Waldorf curriculum is taught and that they themselves were renewed and enjoyed their teaching.

Teachers enjoy the multidisciplinary aspect, the arts-integration, and the block teaching which enables them to explore topics in depth. Looping with their students also brings satisfaction to teachers as they develop meaningful relationships to the children. Warmth, interest, and care are cultivated with time spent together through the years. Teachers are also accountable for both the positive as well as the missed teaching opportunities. For example, teachers can't "blame" learning areas missed on the teacher the children had before as they are the ones accountable for children's past learning; they also get to take the credit for good teaching when they see their children thriving. Looping creates a healthy stewardship over the children, which teachers like. These topics that have been addressed bring about a high level of job satisfaction with Waldorf teachers.

**Teacher Recruitment Plan:** MSA will recruit teachers from the following areas:

- Two colleges in Utah County; BYU and UVU job fairs as well as potential internship partnerships.
- A representative from MSA has spoken with the Director of BYUArts Partnership and has found alignment with their arts-integration values and Waldorf Education. MSA desires to reach out to the teachers across the 6 districts that attend their yearly conferences and trainings.
- Advertising in the Utah Waldorf Facebook site and other Waldorf social media sites.
- Flyers and advertisements in local media.
- Advertising in "Waldorf Today," an online job board for teachers around the world.

**Resources for Professional Development:** In addition to the scheduled professional development, a substantial amount of professional development resources are available online, either for free or at a discounted cost. A professional library will be maintained on site and an electronic curriculum library will be accessible as a resource.

**Identification of Individual Student Needs:** Identification of individual student needs is an essential part of the educational plan of MSA students as our goal is to provide individualized learning plans as needed. Students may be classified as disadvantaged, defined as limited English efficient, low income, homeless, economically disadvantaged, physically impaired, as well as have learning difficulties. MSA's SPED director and others will offer trainings to make sure staff is compliant and aware of meeting each student's needs.

In accordance with Federal and State Law, MSA will ensure that a free appropriate public education (FAPE) is available to any qualified student with a disability who needs special education and related services. *Mountain Sunrise Academy does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or mail.*

**3C. Select Programs:** MSA will not be offering any of the following programs: Career education, distance and/or online education, or early college options.

## Works Cited

Alliance for Childhood, (2000). Retrieved from:  
[http://drupal6.allianceforchildhood.org/computer\\_postion\\_statement](http://drupal6.allianceforchildhood.org/computer_postion_statement)

Alliance for Public Waldorf Education, (n.d.). Retrieved from:  
<http://www.allianceforpublicwaldorfeducation.org>

“An Educator’s Guide to the “Four Cs” : *Preparing 21st Century Students for a Global Society*” (n.d). Retrieved from: <http://www.nea.org/tools/52217.htm>

---

Avison, Kevin and Rawson, Marty, 2014. *The Tasks and Content of the Waldorf Curriculum*; Floris Books

Boyer, Ernest (1995). cited in Eric Oddleifson, Boston Public Schools As Arts- Integrated Learning Organizations: Developing a High Standard of Culture for All.

Dodson, (July, 2018). “New Lehi charter school opening on Silicon Slopes.” Retrieved from:  
[https://www.heraldextra.com/news/local/education/precollegiate/new-lehi-charter-school-opening-on-silicon-slopes/article\\_0943213b-33c2-5a6e-938f-620bb53b8078.html](https://www.heraldextra.com/news/local/education/precollegiate/new-lehi-charter-school-opening-on-silicon-slopes/article_0943213b-33c2-5a6e-938f-620bb53b8078.html)

Friedlaender, D. Beckham, K., Zheng, X., Darling-Hammond, L. (2015). *Growing a Waldorf-Inspired Approach in a Public School District*. Retrieved from <https://edpolicy.stanford.edu/sites/default/files/publications/scope-report-waldorf-inspired-report.pdf>

Gidley, Jennifer (2010). "Comparing beliefs and values related to civic and moral issues among students in Swedish mainstream and Steiner Waldorf schools." *Journal of Beliefs & Values: Studies in Religion & Education* 31 (2).

Hallom, (n.d.) Retrieved from: [http://www.laphil.com/sites/default/files/media/pdfs/shared/education/yola/susan-hallam-music-development\\_research.pdf](http://www.laphil.com/sites/default/files/media/pdfs/shared/education/yola/susan-hallam-music-development_research.pdf)

Hardiman, Magsamen, McKhann, Eilber, (2009). Retrieved from: <http://www.giarts.org/article/neuroeducation-learning-arts-and-brain>

<http://www.city-data.com/forecast/w-Saratoga-Springs-Utah.html>

Holmes, M. (2000). "How Should Educational Policymakers Address Conflicting Interests within a Diverse Society?". *Curriculum Inquiry* 30: 129.

Jiminez, Fanny "Namen tanzen, fit in Mathe - Waldorf im Vorteil". *Die Welt* Sept 26, 2012, citing Barz, et. al, *Bildungserfahrungen an Waldorfschulen: Empirische Studie zu Schulqualität und Lernerfahrungen*, 2012

Johnson, Ian (2014). Retrieved from: <http://www.newyorker.com/magazine/2014/02/03/class-consciousness>

Konnikova, (2014). Retrieved from: <http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html>

London, (n.d.) Retrieved from <http://www.scottlondon.com/articles/coles.html>

Mayes, Clifford (2003). *Seven Curricular Landscapes: An Approach to the Holistic Curriculum*; University Press of America.

*Oberman, Ida. "Assessment and Waldorf Public Charter Schools." as presented at the Alliance for Public Waldorf Education Annual Conference Jan. 2010. Print.*

*Pappano, Laura (2011). "Waldorf Education in Public Schools: Educators adopt this developmental, arts-rich approach." Harvard Education Letter*

"Our Educational Approach", (n.d). Portland Village School, Retrieved from:  
[https://www.portlandvillageschool.org/apps/pages/index.jsp?uREC\\_ID=1056774&type=d&pREC\\_ID=1352887](https://www.portlandvillageschool.org/apps/pages/index.jsp?uREC_ID=1056774&type=d&pREC_ID=1352887)

Richtel, Matt (2011). Retrieved from [http://www.nytimes.com/2011/10/23/technology/at-waldorf-school-in-silicon-valley-technology-can-wait.html?\\_r=0](http://www.nytimes.com/2011/10/23/technology/at-waldorf-school-in-silicon-valley-technology-can-wait.html?_r=0)

Saratoga City, (2015). Retrieved from <http://www.city-data.com/city/Saratoga-Springs-Utah.html>

Sebastian P. Suggate, Elizabeth A. Schaughency, Elaine Reese (2013). "Children learning to read later catch up to children reading earlier", *Early Childhood Research Quarterly*, v. 28, Nr. 1, pp. 33–48

Sousa, (2010), Tukoham-Espinoza (2011). Holistic Education and the Brain, a look at Waldorf Education. Retrieved from [http://www.academia.edu/1585023/Holistic Education and the Brain A Look at Waldorf Education](http://www.academia.edu/1585023/Holistic_Education_and_the_Brain_A_Look_at_Waldorf_Education)

"Tilda Swinton Speaks on Waldorf Education." (2013). Retrieved from:  
<https://www.steinerwaldorf.org/tilda-swinton-speaks-on-steiner-education>

Wikipedia contributors. "Saxon math." *Wikipedia, The Free Encyclopedia*. Wikipedia, The Free Encyclopedia, 19 May. 2018. Web. 5 Nov. 2018.

Wolpert. (2009). Retrieved from: <http://newsroom.ucla.edu/releases/is-technology-producing-a-decline-791>  
Woods, Philip; Ashley, Martin; Woods, Glenys (2005). *Steiner Schools in England* (PDF). UK Department for Education and Skills.

## SECTION 4: MARKET ANALYSIS

### LOCATION

MSA will be located in some of the fastest growing areas of Utah including Saratoga Springs, Eagle Mountain, and Lehi in North Utah County. This area is in the Alpine School District. MSA determined that the tri-city area would be an excellent location for a new charter school based on research that showed these areas are experiencing explosive growth and were among the highest growth rates in the Utah. This market analysis incorporated a seven-mile radius from the east side of Saratoga Springs, 212 Crossroads Blvd, Saratoga Springs, UT 84045.

### HOW MSA WILL FIND & ACQUIRE LOCATION

MSA has a realtor with experience in the specific area where we are looking for school land. In addition, MSA has made contact with developers who have past experience building many charters and would be interested in facilitating our efforts. MSA has Charter Council members from and near this location who are familiar with the area and have knowledge of city officers and public officials in these areas who may provide useful resources and information.

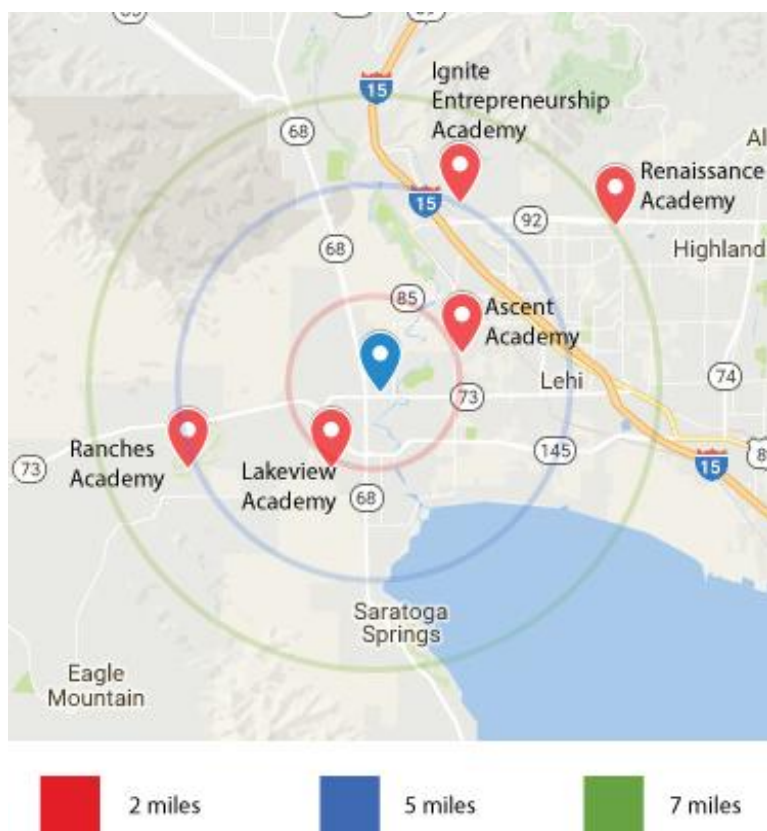
### SURROUNDING CHARTER SCHOOLS & TARGET COMMUNITY

There are currently 5 elementary charter schools located within a seven-mile radius of this location. Based in this area, MSA will attract students from the Eagle Mountain, Lehi and Saratoga Springs area, where population is rapidly expanding. They will also draw from North Utah County and South Salt Lake County where families are interested in Waldorf Education and are willing to travel. Wasatch Charter, a “Public Waldorf” model like MSA grades K-8, *drew interest from 14 school districts*. We anticipate a similar interest drawing from many school districts as we will be the 2nd “Public Waldorf” Charter in Utah seeking accreditation from the Alliance for Waldorf Education (APWE).

The five charter schools in these 3 cities consist of: Lakeview Academy, Ascent Academy, Ranches Academy, Ignite Entrepreneurship Academy and Renaissance Academy.

There is only one charter school in Eagle Mountain. Ranches Academy is an elementary school and serves grades K - 6. It is over five miles from our target location.

Lakeview Academy is an elementary school in Saratoga Springs and serves grades K - 9. It



is over two miles from this location and is the only charter school in the city.

Ascent Academy is an elementary school in Lehi and serves grades K - 9. It is over two miles from this location.

Renaissance Academy is an elementary school in Lehi. It is over seven miles from this location.

Ignite Entrepreneurship Academy is a new charter school that opened this year in Lehi. The school serves grades K-8. It is over five miles from this location.

The trend has been for charter schools in this target area to have large enrollment numbers and waiting lists and is discussed in more detail in point 3 in the next section.

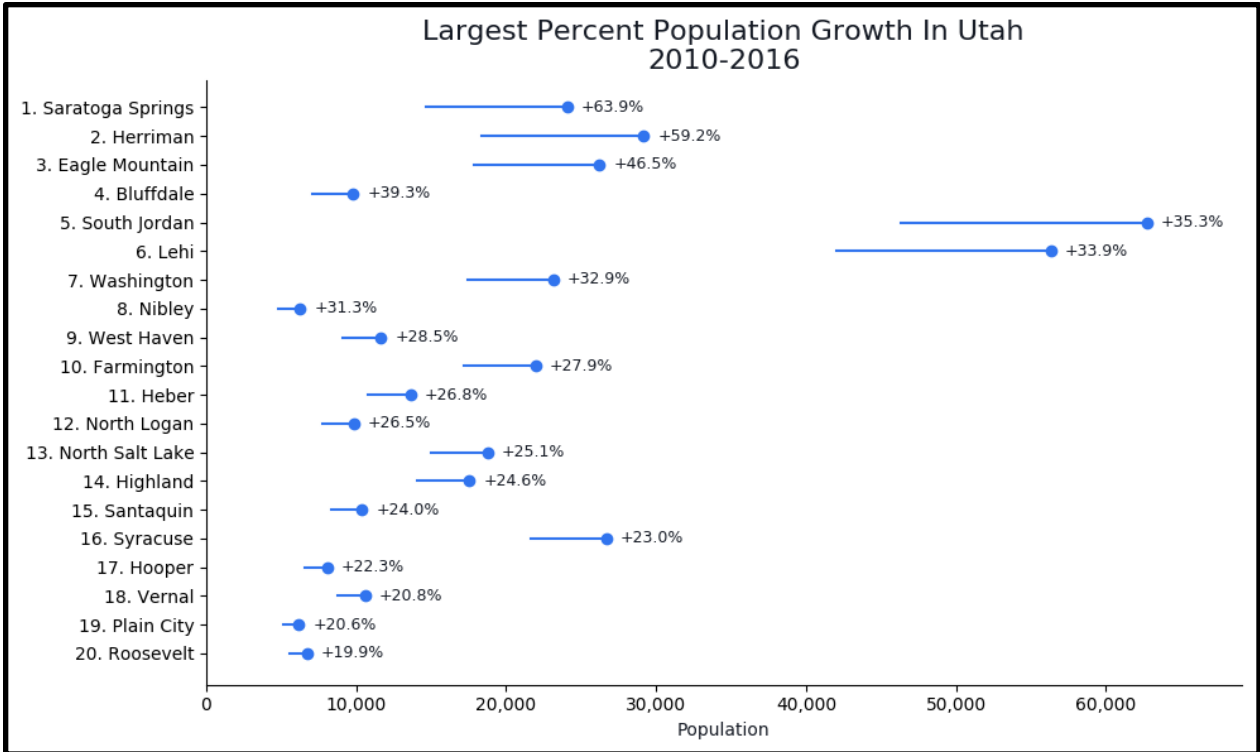
MSA expects to draw interest from a larger perimeter than a typical five mile radius from its physical location due to the whole child and developmental model of the school as well as the high value and interest families have for Waldorf Education. Another reason enrollment is anticipated from other areas is because there is only one other traditional Waldorf charter available in the state. As stated earlier, this Waldorf charter drew interest from 14 school districts its opening year. MSA will be the first traditional Waldorf Charter in Utah County and the second in the state of Utah seeking public Waldorf accreditation by the Alliance for Public Waldorf Education (APWE).

## **REASONS FOR MSA'S VIABILITY AND EVIDENCE ENROLLMENT PROJECTIONS ARE REALISTIC**

### **1. School Target Area is in Fastest Growing Cities in Utah**

A few years ago, according to the Census' American Community Survey, Saratoga Springs ranked #1 of fastest growing cities in Utah, with an estimated growth rate of 43.31%. Eagle Mountain ranked #3 with 31.16% and Lehi #4 with 23.63%. With results released in 2018, using data from a similar survey, the results are graphed below with Saratoga Springs still ranking in first place with an increase of 63.9% in 6 years, Eagle Mountain coming in 3rd with an increase of 46.5% and Lehi coming in 6th with 33.0%. This information was determined by the growth rate by city from 2010 to 2016.

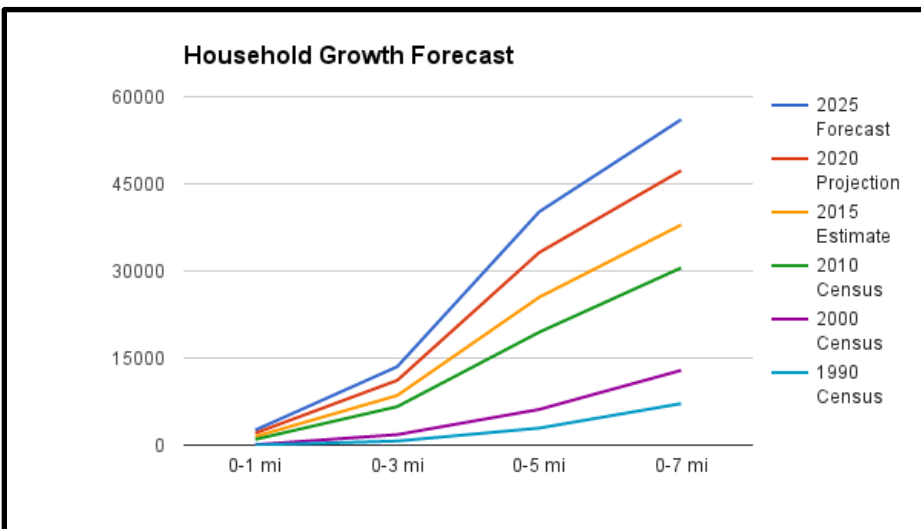
By placing MSA in these top fastest growing areas, we are highly likely to attract a full student body at our school. All three of these high growing areas are geographically very close to each other as bordering cities. By looking at the demographic forecast, the expected population growth within the seven-miles radius of the targeted area is around 30% for the next 4 years, and will double in the next 10 years.



**2. Targeted School Area has Large Percentage of School Age Children**

There is a very large population of children in our target areas and a strong need for the children born in this area to have adequate schools to accommodate the high birth rate. According to city-data.com, the cities in our target area which is in Utah County, ranked #1 on "Top 101 counties with the highest number of births per 1000 residents 2007-2013." This statistic indicates there is a high demand for schools in that area.

Top 101 counties with the highest number of births per 1000 residents 2007-2013 (pop 50,000+)			
Rank	City	Value	
1.	Utah County, UT (Provo, Orem, Pleasant Grove) (pop. 368,536)	23.6	
2.	Onslow County, NC (Jacksonville, Piney Green, Half Moon) (pop. 150,355)	23.4	
3.	Webb County, TX (Laredo, Bruni-Mirando, Webb) (pop. 193,117)	22.8	
4.	Hidalgo County, TX (McAllen, Southeast Hidalgo, Edinburg) (pop. 569,463)	21.6	
5.	Bell County, TX (Killeen, Temple, Fort Hood) (pop. 237,974)	20.3	



This household growth forecast shows that while Utah County had a population of just over 300,000 in 2010, 2020 projections reach over 450,000 with a steady and continuous increase going into 2025.

### **3. Charter School Enrollment Numbers & Waiting List Are Strong In Target Area**

Recent information garnered from contacting Lakeview Academy on November 1, 2018, relayed that they have *full enrollment of 1010 with a waitlist in the last few years between approximately 430-540 students*. Lakeview has increased its enrollment in the last few years from 967 to 1010.

On July 20, 2018, Daily Herald Writer, Dodson, reports that Ignite Entrepreneurship Academy *had 450 on the list to be enrolled out of 420 open spots for its on-campus program during its first year of operation*.

In its inaugural year in 2014, Ascent Academy filled *512 out of 560 seats or 91% grades K-6*. In November, 2018 the school principal reported they were *fully enrolled at 637* and have a waiting list. Enrollment in 2018 was 588 with a waiting list. They have increased their enrollment from last year by 49 slots and still have a waiting list.

Ranches Academy K-6 reported it is *fully enrolled with 370 students* when contacted in November of this year. It has seen a *steady wait list for the last several years between approximately 360-450 students*.

We reached out to Renaissance Academy but have not yet had a response. In recent past years Renaissance Academy, K-9, has consistently been *fully enrolled with 711 students with a waiting list*.

### **4. Trend Towards School Choice And Alternative Schooling Options**

One of the most striking examples of public interest from a world perspective showing interest in whole-child schooling options can be seen in China. Johnson, a writer for the *New Yorker*, wrote about Waldorf Education in China. *“There is a five-year waiting list, and there are plans for the school to quadruple in size, with the addition of a high school and a new campus for a thousand students. Less than a decade ago, there were no Waldorf institutions in China; now there are two hundred kindergartens and more than thirty elementary schools*. In a country that is still searching for its national identity, the movement is quickly becoming one of the most influential countercultures. (2014)

In a geographically closer example, Wasatch Charter School, a K-8 “Public Waldorf” Charter in Utah, seeking the same accreditation as our school is pursuing, opened in South Salt Lake with *full enrollment of 540 and had 1400 applicants*. They had an *85% retention rate* and only 56 slots open to the *1100 who applied the following year*. This excellent retention shows that those who are in the school value Waldorf methodology and the huge wait list attests to further interest of other families in the school. According to school data, 48 enrolled students were from Utah County in 2016-2017. Many of these parents from Utah County commuted an hour and a half round trip to bring their children to a Waldorf Charter. This charter school data demonstrates there is an interest in Utah in alternative educational venues. The high number data shows the demand and trend in this area.

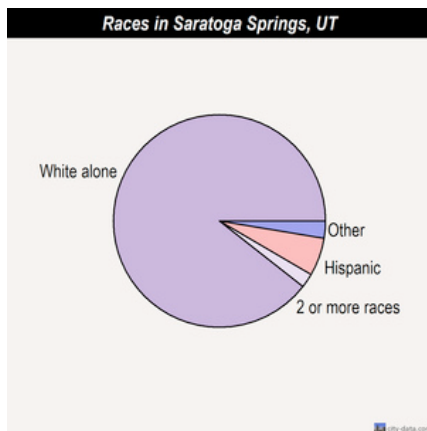
### **5. Alpine School District Has Identified A High Need For Schools In This Area.**

Alpine School District anticipates the addition of 6741 students from 2017 to 2020—enough to enroll seven or eight more elementary schools in this area. Alpine School District Board Member, Wendy Hart, has submitted a letter of recommendation for our school and in the letter states, “...the proposed location is in a very high growth area. Alpine School District recently opened a brand new elementary school in Eagle Mountain with over 1100 students. Ideally, elementary schools are designed for 700 - 900 students. So, having additional schools in a high growth area would be very helpful.” Letters of recommendation have also been sent in from mayors in Eagle Mountain and Lehi stating support and requesting that our school be approved.

### **DEMOGRAPHIC DESCRIPTION OF POTENTIAL STUDENTS**

MSA’s targeted community includes children ages 5-15 and grades K-8.

The school will be located in the Alpine School District in the tri-city area of Saratoga Springs, Eagle Mountain, and Lehi. Research shows the ethnicity of Saratoga Springs and community in the surrounding areas is predominately white, with the next closest population being Hispanic. Next to English, Spanish is the next most commonly spoken language. To accommodate this interest, MSA will provide an opportunity to learn Spanish as part of the school curriculum.



Saratoga Springs is in the center of our 7 mile radius for market research. This city is a relatively new development along the northwestern shores of Utah Lake. The city incorporated on December 31, 1997 and has been growing rapidly to become the leader as the fastest growing city in Utah for many years.

According to City-data.com Saratoga demographics show the following: Worthy of note is the large population growth in this area.

**Population in 2014:** 24,356 (97% urban, 3% rural).

**Population change since 2000:** +2328.3%

**Males:** 12,467 (51.2%)

**Females:** 11,889 (48.8%)

**Estimated median household income in 2016: (it was \$62,212 in 2000)**

**Saratoga Springs:** \$87,743

**UT:** \$65,977

### **CHARACTERISTICS OF MSA THAT SETS IT APART FROM OTHER SCHOOLS**

The Professor of Education at Stanford University and former President, American Association for Educational Research stated, “I believe that Waldorf Education possesses

*unique educational features that have considerable potential for improving public education in America... Waldorf schools provide a program that...not only fosters conventional forms of academic achievement, but also puts a premium on the development of imagination and the refinement of the sensibilities.”*

Waldorf Education sets itself apart from other schools due to its high performance results while instilling a love of learning that develops student’s capacities in thinking, feeling, and willing. Children are engaged in experiential learning through arts-integrated and interdisciplinary teaching. This is further defined in Section 3, Method of Instruction. Waldorf Education has a 100 year history of success and has over *1000 successful Waldorf schools located in 91 countries that span five continents*. One of the most noteworthy schools are those in China that have 5 year waiting lists and quickly grew to 300 elementary schools even though Waldorf Schools were only introduced there 10 years ago. People in China and elsewhere are drawn to this unique whole child educational philosophy that has withstood the test of time.

As outlined in our Executive Summary there are a number of prominent people who have been influenced by its curriculum, pedagogy, and results. Some noteworthy students who attended Waldorf schools and excel in their own fields of study include actors: Jennifer Anniston, Sandra Bullock, Anna Paquin, Harvey Keitel, Uma Thurman, Ethan Hawke. Other students include: Chairman and CEO of American Express, Kenneth Chenault; Nobel Prize Winner in Medicine & Professor of Stanford University, Tomas Sudhof, M.D; Professor Columbia University, Past Editor of New York Times Magazine, Viktor Navasy, J.D.; Auto Designer, Ferdinand Porsche, which cars carry his name; Olympic Gold Medalists, Georgina and Caroline Evers-Swindle; Michael Ende, author of NeverEnding Story; Finnish Parliament and former UN Minister of Environment, Peeka Havisto, etc. When approached by the news media and asked the question, "What did Waldorf education do for you?," Norwegian Prime Minister Jens Stoltenberg replied, "It encouraged me to always strive to become a better human being."

Waldorf Schools are known for their excellent education and positive outcomes. Consequently, prominent individuals have enrolled their children in Waldorf schools. Some of these people include: George Lucas, Paul Newman, Harrison Ford, Clint Eastwood, Princess Irene of the Netherlands, Jessica Lange, Sam Shepherd, Saul Bellow; winner of the Pulitzer Prize and Nobel Prize in Literature, Lenny Kravitz, Lisa Bonet, Art Garfunkel, James Taylor, Carly Simon, Erwin Neher; Winner of the Nobel Prize in Medicine, Glen Fry from the Eagles, Mikhail Baryshnikov, etc.

### **Families in Utah Value Whole Child Education and Arts-Integration**

Mountain Sunrise Academy is a charter that focuses on whole child education. There is only one other charter in Utah that offers “Public Waldorf” education in Utah. That school is 1 hour away from our target location. More information about authorization and certification for public charters to call themselves a “Public Waldorf” school is outlined in the Executive Summary.

Besides local charter school waiting lists, Wasatch Charter School, a Waldorf Charter that opened in South Salt Lake for the 2016-2017 school year shows evidence of family interest in whole child education as they had initial interest of 1400 from 14 school districts.

Utah Waldorf, a support group for those who are interested in Waldorf Education has a supportive community of over 525 families.

**Developmental Approach**

MSA offers a developmental approach to education that is not offered in the surrounding area.

**MSA Offers Subject Matter Not Found In Other Schools**

Waldorf Education has unique offerings such as Form Drawing and Eurythmy, a form of movement. Handwork and gardening are not usually offered in other schools, yet provide experiential learning for math and science, actively engage the students in learning, as well as provide many other benefits. There is also a heavy emphasis on nature and making use of the outdoors as much as possible which are unique offerings that other schools don't typically provide. There is also a heavy emphasis on music starting with singing and pentatonic flute in first grade and string instruments in 3rd or 4th grade. While other schools offer music, they don't typically start this early, but it is an integral part of Waldorf pedagogy.

**MSA MEETS EDUCATIONAL NEEDS AND ITS MISSION, VISION, AND PROGRAM OF INSTRUCTION ALIGN WITH EDUCATIONAL NEEDS OF POPULATION**

**1. Need For More Schools**

Data from 2016 shows the following calculations in our target area which have now grown in the last few years.

Total number of Public Schools	Total number of Students enrolled	<b>Elementary Schools</b>	<b>Elementary Students enrolled</b>	<b>Middle Schools</b>	High Schools
35	34,366	<b>24</b>	<b>20439</b>	<b>5</b>	5
Total number of Charter Schools	Total number of Students enrolled	<b>Elementary Charter</b>	<b>Elementary Students enrolled</b>		High Charter Schools
5	2845 (or 8% of students)	<b>3</b>	<b>2033 (about 10%)</b>		2

The current trend seems to be about 1 in every 10 students in the area attends a charter school. This area is experiencing a high growth rate with a current trend to continue, A teacher at one of the public schools in the area that is not a charter relayed that it is common for schools in this area to have 36 children in each classroom which is far from an ideal classroom size.

An Alpine School District Board Member sent in a letter of recommendation for our school and stated, “...*the proposed location is in a very high growth area...So, having additional schools in a high growth area would be very helpful.*” Additionally, two mayors in our target market have expressed similar sentiments.

MSA will meet the needs of the area by providing an additional charter which will aid in lowering student class sizes and provide a charter school of choice similar to community values and interests.

## **2. MSA Provides Community Values of Experiential, Real-life Application, and Project-based Learning**

Evidence of interest in experiential, real-life application and project-based learning in the surrounding community can be found at the Thanksgiving Point venue. This is in our target area and offers one of the best hands-on education spots in Utah. Thanksgiving Point values farming and gardening as well as hands on and experiential science. It has a “Farm Country,” acres of gardens, and an exploratory science dinosaur museum as well as museum of curiosity. MSA offers a hands-on rich experiential farming unit in 3rd grade which builds concepts for studying botany in 5th grade. Even though 3rd grade has a block devoted to gardening, all grades are exposed to gardening throughout the school year. Science is approached in a phenomenological way, complimenting the communities interest in using curiosity to inculcate scientific discoveries.

Lakeview Academy, a charter school in Saratoga Springs values real-life application and project-based learning, as it is states on their website, “ In addition to traditional teaching methods, the school's students gain knowledge from hands-on experience, reflection, and real-life application of things they have learned in the classroom. Collectively, these varied learning experiences result in authentic understanding gained from personal knowledge...”  
- Our Philosophy, Lakeview Academy, Saratoga Springs, UT.

## **3. MSA Aligns with School Community Interest In The Arts**

An example of similar school values in the community can be found in the 2017-18 Stakeholder Report of Saratoga Shores. This document shares that this public elementary school in Saratoga Springs that opened in 2004, values the arts and is a participant of the Beverly Taylor Sorenson Arts Learning Schools. They also use an integrated language arts program and are a STEAM school. MSA also uses integration of language arts and has a high value on the arts and will assimilate well in the surrounding community.

The community of the targeted area shows a great interest in the fine arts and music. The Saratoga Springs Arts Council is run by a group of dedicated volunteers working to bring the arts to the city in the form of Visual and Performing Arts. Eagle Mountain Arts Alliance and their volunteers hold several events throughout the year including the Messiah performance that is held for the year around Christmas time. This event alone attracts around 3000 citizens to see the Messiah solely performed by around 100 local volunteers.

Following is another example from the local news article about the need of visual arts in local schools. “About seven years ago, the enrollment at Pony Express dropped and the school lost

its funding for its visual arts specialist. The school's PTA sent out a survey to parents last year, which showed parents overwhelmingly wanted to bring back a visual arts program. So it did, with about 30 volunteers coming into the school to teach monthly art classes. "It was so widely successful," Pitcher, PTA president said. "The kids loved it, the parents loved it. The parents were just beyond thrilled we had the visual arts back in our school." - Daily Herald Oct 10, 2016

MSA will provide a strong fine arts foundation for the local children. As part of the MSA curriculum every child learns to play at least one instrument and starting in second grade performs a class play at the end of the year.

Foreign language acquisition is another value in the community and families often send their children to the Chinese and Spanish emerging programs offered at schools outside of the targeted area. MSA will provide an opportunity to learn Spanish as part of our curriculum, with interest in adding in another second language if there are parent volunteers.

These similar values in the community match our school offerings and culture. MSA arts-integration during "main lesson," drawing and writing in main lesson books, observing art through nature, offering yearly class plays, music, as well as many other fine and practical arts.

MSA will serve those in the community by providing an additional quality school venue.

### **STUDENTS CHOICE TO COME TO MSA OVER OTHER SCHOOLS IN TARGET LOCATION**

#### **Resident Comments**

We shared the link to our online survey on Facebook city pages in our target area. We received great response from the local community supporting our school. Here are some comments we received from the families in the targeted area:

"I can't wait to have a waldorf school so near!"

"Our family would be thrilled at the opportunity and access to a Waldorf focused school! We have hoped for something like this for years! Thank you for putting in the work to make this happen. So many families will be benefitted and grateful."

"I'm so excited for a Waldorf school in my area!!"

"Please do it off the pioneer crossing, so it's easy to get to!! I want to do this, but can't do it if it's super far away:)"

"My son came from a preschool that was child-based play-based learning. It was phenomenal. His mind grew exponentially, and I truly believe that learning through experience is crucial for today and tomorrow's problem solving children to succeed."

“Please try to find a location off of the pioneer crossing to make it easier to get to for those who don't live all the way out west of the lake. Thanks!”

### **Utah State Interest & Value Of Waldorf Education**

As MSA will likely be drawing interest from outside our target audience we are also including other market research from a State perspective.

- The Utah Waldorf Facebook group consists of over 525 individual members. When children of these members are factored in, this is a significant amount of people that are interested in and value Waldorf Education.
- We have *over 440 “likes” on Mountain Sunrise Academy’s Facebook page.* MSA continues to market the school by involving volunteers, using social media tools and participating in community events to educate others about our initiative. Many participants expressed support of our school as well as an interest in having Waldorf schools started in areas of Utah where they reside.
- Wasatch Charter School opened with *full enrollment of 540 and had 1400 applicants.* The following year they had *1100 applicants.*
- Wasatch had an *85% re-enrollment rate with only 54 open slots for Year 2.*
- Wasatch Charter had *applications from 14 school districts.* MSA will be the 2nd charter in the state offering Waldorf Education and seeking accreditation by APWE; we anticipate a similar trend.
- Six yearly Utah Waldorf Conferences have been held in Utah starting in 2012. These conferences have attracted participants from 8 states.
- Reviewing these results by looking at Utah as a whole show that there is support Statewide and an increasing trend of interest for Public Waldorf Schools in Utah and that residents desire a “Public Waldorf” Charter in North Utah County.

In 2016, 200 signatures and letters of parents were collected that showed support for a new Waldorf school in Utah County. In a survey about 40% of the families from our survey *indicated that they’re willing to drive 20-30 minutes to attend the school.* Comments made from our survey that reached other areas that show support in Utah outside our target area. Of those, many expressed a willingness to drive to our school and stated:

“We are sooooo excited [for] this [to] happen! thank you thank you thank you!!!”

“I'm so excited for a waldorf school in my area!!”

“Is there any way this school could open up for the 2017-2018 school year?? That's when my daughter starts kindergarten.”

“I just have to say how wonderful this is. I would be very committed and supportive to help this along.”

“I support You!”

“I'm interested in being involved in the school teaching or helping. I'm also a nurse.”

“Waldorf Schools will be such a blessing to the community and the lives of children! So glad this movement is growing in Utah!”

### **IDENTIFIED AND ADDRESSED CHALLENGES**

One of the challenges will be that of a high demand for the school.

In preliminary marketing we have received multiple comments or letters of support from local residents, a board member of the Alpine School District Board, mayors in are target area, as well as those outside the target area who have expressed a willingness to drive to the school. There is only one other school in Utah that offers “Public Waldorf” which is over one hour from our location. Based off of Wasatch Charter who had enrollment from 14 school districts, we can expect a similar trend. Other data that we have includes that there were 1400 applicants to Wasatch the first year and full enrollment with 540 students. The following year most people wanted to stay at the school and there were only around 50 open spots and yet high interest with another 1100 applicants.

In addition, we are building somewhere in the tri-city area that are not only the fastest growing cities in Utah, but in the whole country as well. We can anticipate high interest in target area and those from surrounding areas due to our unique whole child education program.

Charter schools in the area have large waiting lists and we anticipate they will apply to our school if they remain on the waitlist. Other public schools in the area serve large populations and some classrooms have a high number of students they are serving, as many as 36 per class. Parents will likely want to enroll their child in a class that has less numbers for more individualized attention.

This is a good challenge to have, to have such a high interest in this form of education. Knowing ahead of time to address this challenge, we can plan and know that we will likely need to provide a lottery and staff accordingly to adequately meet and service the population. We will also see what services are available to streamline the application process and develop a process for informing those who have been accepted and put others on waiting lists. From our research on demand for the school, we can also assume we will not have to budget as much money for marketing but put it to other use. We can’t know for sure that we won’t need those funds, but are hopeful that if we allot a budget to marketing and don’t need all of it, we can use it in another way to benefit the students of the school.

Another identified challenge which we believe is a perceived challenge is that of building our school near “Silicon Slopes,” a high tech business area in Lehi if we are a “low tech” school. Waldorf Education shares that use of computers in young children inhibits creative thinking, movement, human interaction and attention spans. The Alliance for Childhood states, “Computers pose serious health hazards to children. The risks include repetitive stress injuries, eyestrain, obesity, social isolation, and, for some, long-term damage to physical, emotional, or intellectual development. Our children, the Surgeon General warns, are the most sedentary generation ever. Will they thrive spending even more time staring at screens?”

Children need stronger personal bonds with caring adults. Yet powerful technologies are distracting children and adults from each other. Children need time for active, physical play; hands-on lessons of all kinds, especially in the arts; and direct experience of the natural world. Research shows these are not frills but are essential for healthy child development. Yet many schools have cut already minimal offerings in these areas to shift time and money to expensive, unproven technology.” (Alliance for Childhood, 2000)

Waldorf Education follows a developmental model and isn't against learning technology as it is a great tool, but rather holds the value of introducing media at the correct developmental age. There is much research that shows the harm of technology to children's developing brains at early ages, their early addiction to media, their inability to focus, the sedentary practice this promotes when early childhood is much about movement and social engagement, the lack of a child's own creative thinking, and the concern that younger children have a difficulty differentiating between make-believe and reality. As guardians we want to protect children for what is in their best interest. Our approach is that delaying media time is in the best interest of younger children and we believe that human beings are the best teachers for our children rather than computer programs. In the older grades, at an appropriate developmental age, Waldorf children explore media and technology in a whole to parts approach. This is usually introduced by having the children taking a whole computer apart and explore how all the parts work and are connected.

While locating our school near this technology area may seem like a potential challenge, some recent articles featuring CEO's and *leaders of high tech and big business industries show that they actually prefer Waldorf Schools* for their own children.

Waldorf education which cultivates creative and critical thinking, 21st century learning ideals, is highly valued by big businesses. “The chief technology officer of eBay sends his children to a ... [Waldorf School of the Peninsula] so do employees of Silicon Valley giants like Google, Apple, Yahoo and Hewlett-Packard.” (Richtel, 2011)

This interest in Waldorf Education by high tech has become so prominent an article was featured in a 2011 technology section in the *New York Times* which shares “Engagement is about human contact, the contact with the teacher, the contact with their peers,” said Pierre Laurent, 50, who works at a high-tech start-up and formerly worked at Intel and Microsoft. He has three children in Waldorf schools, which so impressed the family that his wife, Monica, joined one as a teacher in 2006.” (Richtel, 2011) As further technological interest increased, a video was created in 2013 in which several high-tech leaders are interviewed and share their interest in Waldorf Education. This video is called, “Preparing for Life” and is available to view on YouTube. (<https://youtu.be/B-ZSeepDmPE>)

Another challenge relates to lack of technology in the younger grades, which could affect testing scores. To meet this challenge, we want to ensure that children at our school are not at a disadvantage on testing and that they will have experience to use computers and know how they are used for testing. Starting in 3rd grade children will have classes on typing, gain familiarity with the process and practice pre-tests to understand how the instrument works so as to not be disadvantaged on test scores as that is an important measure of determining a

school's success with quantitative data.

The last identified challenge is that Waldorf students typically show lower test scores in the younger grades due to our academic approach as we are mindful of developmental appropriateness. Not only do we teach subjects students are tested on like math, english, and science, but children are engaged in many developmental appropriate classes that give experience to deepen their learning at a later age and build foundational skills. Some examples of this include movement, memorization of verses with rich vocabulary, playing musical instruments, engaging in handwork which aids in brain development with crossing the midline and developing fine motor movement, giving experiences in nature to understand science, etc. Even with extra time taken on this rich foundational experiences that some might argue take away from high test scores, Waldorf students match or excel testing in the older grades.

In a 2012 study conducted by Suggate, Schaughency, & Reese, they compared the reading and math standardized test scores obtained in public Waldorf schools in the United States with scores for their districts as a whole, as well as scores in matched comparison schools. Public Waldorf school scores were lower than those of regular public schools in earlier grades (second and third), but higher in seventh and eighth grade. The authors suggested that "the Waldorf experience provided a slower academic build-up resulting in poorer test scores in the lower grades followed by higher levels of advanced performance in the 8th grade."

Our academic approach does not focus on early "labeling" of children but allows for a natural unfolding of children's abilities in the younger grades. Our focus is also on developmental appropriateness. Similar to the successful Finnish education model, ideally formal academics begins at age seven to allow for important developmental processes to occur in children without pressure on academic pursuits. Research shows that our students are not at a disadvantage academically, even if test scores in the early grades are lower. Our academic approach may be considered "slower" in the early grades, but one that creates meaningful learning and instills a lifelong love of learning as well as higher test scores in the older grades.

A quote by Thoreau gives a good picture of our philosophy.

*"I am struck by the fact that the more slowly trees grow at first, the sounder they are at the core and I think the same is true of human beings. We do not wish to see children precocious, making strides in their early years like sprouts, producing a soft and perishable timber, but better if they expand slowly at first, as if contending with difficulties, and so are solidified and perfected. Such trees continue to expand with nearly equal rapidity to extreme old age."*

Another study reported, "Our findings from the QCA suggest that public Waldorf schools are able to provide a more holistic experience for their students, while giving them the ability to be ultimately successful in academics over the course of a K-8 education. This study draws into question the value of early test scores as predictors for later performance for students in Waldorf schools. Based on our data, early test scores provide poor predictive value as to the quality of education of Waldorf students are receiving at least as measured by test scores and national rating scales. This lack of correspondence of test scores to qualitative measures of schools performance should be a considerable concern for policy makers who support testing in the early grades. If we are to gauge schools based on test scores then these tests should at least be reliable measures of student outcomes in later grades. If not, then we must question

the expense, time and stress of testing at all. Until reliable measures of school quality are available, the impact of testing should be minimized, especially in the lower grades.” (Larrison, 2012).

Our school challenge will be in needing to educate the parents and community about these noted issues and addressing their concerns.

### **STUDENTS THE SCHOOL INTENDS TO SERVE AND HOW WE WILL MEET THE NEEDS OF OUR TARGET POPULATION**

**Gifted Students:** Academically gifted students will strongly benefit from the personalized approach to learning. Students who are gifted can deepen the content area they are learning about with more practice. For example, if other children are knitting a simple pattern and the gifted child finishes, they can be given a more complex pattern to complete. The projects will give them an opportunity to stretch their abilities and also develop other abilities in project management, leadership, teamwork, communication, and a self-generated love of learning by deepening tasks according to their ability.

**Academically Challenged Students:** This demographic tends to gravitate to whole child education models because these students don't thrive in a traditional school environment. MSA will employ the resources to assist academically challenged students offered to them in a traditional school setting. The many project-based learning experiences may give the academically challenged student another measure of their value and success. Some may find talent in the many art forms that are introduced. More information on Waldorf pedagogy can be found in the Program of Instruction, Section 3.

**Commitment to Serving All Students (Disabled, ELL, 504):** MSA will seek to attract children whose parents feel that they would function better in a whole child educational model. MSA will identify students within special populations through the following means:

- Registration: including home language survey, special education, and 504
- Child Find for Special Education
- Assessment Data (State required and curriculum based)
- Behavioral Data
- Teacher Observation
- Teacher generated student information survey

Students who are English Language Learners will receive appropriate interventions including, but not limited to:

- Small group instruction
- One on one tutoring
- The implementation of World Class Instructional Design and Assessment (WIDA) strategies
- Professional Development for teachers of ELL students
- More instructional time in literacy
- Peer mentors

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.

### **STRONG & REASONABLE MARKETING & RECRUITING PLAN TO MEET ENROLLMENT NUMBERS**

The purpose of the MSA Marketing Plan is to develop a consistent message and implementation process linked to our vision, mission, and values; engage parents, Charter Council, staff, students, & community; communicate strategically and use communication tools effectively. MSA will publicize and market to a broad cross-section of families and prospective students.

A PR/Marketing Committee will be formed with interested and experienced parents, teachers, students, and the School Director. Our recruitment plan includes attracting students and families, active participation in local city council meetings, local events, parades, mail flyers, advertisement in local newspaper and local public areas such as library, grocery stores and community bulletin boards. We will also utilize door to door and social media advertisement, and will hold community education meetings about Mountain Sunrise Academy that include information about Waldorf Education.

The goals and major responsibilities of the Marketing/Recruiting Committee include:

1. Communicating accurately, creatively and thoroughly the MSA mission using a variety of communication vehicles.
  - a. Annually a variety of media outlets will be used to notify the community about all school events, significant newsworthy articles, student achievement and performance, as well as logistics such as the enrollment/re-enrollment and lottery process for MSA.
  - b. Media coverage will be balanced between reaching the identified audience, utilizing as many free, or low cost options as possible, and ensuring universal access. Media examples we may use include:
    - Community calendars on television, radio, internet, and websites
    - Ads/articles in back to school newspapers
    - Open houses held three times during the year, and one held one month prior to the start of school or more if needed
    - Advertising in local distributions to families in North Utah County
    - Information tables at local events/festivals: May Faire, Farmer's Markets, etc.
    - School website, as well as blogs, Facebook, and Twitter pages
    - Public speaking: Chamber of Commerce, Education Expos & Conferences
    - Development and publication of news releases and articles for all school events and festivities
2. Monitoring community response to inform decision making:
  - All parents, students, and staff will be surveyed annually to measure satisfaction and to answer questions concerning whether we are fulfilling our mission and vision as outlined in the Charter
  - Collect data from public information events and speakers

- Monitor public comment on Facebook
3. Leverage educational offerings through partnerships:
    - Development of marketing strategies to attract partnerships that will enhance the educational offerings of MSA.
    - Possible partnerships with permaculture advocates, biodynamic farmers or other sustainable agricultural organizations.
  4. Advertising materials will state MSA's non-discrimination policy: MSA is a public charter school that does not discriminate on the basis of disability, race, creed, color, gender, national origin, or religion. MSA admissions and transfer policies will be written to comply with Utah Code 53A -1a506.5.

In summary we anticipate we have chosen an ideal location and will enroll to full capacity based on the following:

- Location for MSA is ranked #1, #3, and #6 of fastest growth in the State for the 3 bordering cities of Saratoga Springs, Eagle Mountain, and Lehi respectively
- These areas are ranked as the #1 county for births per 1,000 residents and will need schools to accommodate the children in these areas
- Large waiting lists in existing charter schools in the area
- Projections of continued anticipated population growth
- Opening a school with similar values in the community
- Giving an option for a new type of schooling that isn't currently available in North Utah County. Survey interest showed Waldorf schools are highly valued as people have expressed a willingness to commute 20-30 minutes. Others in Utah County are currently commuting 30 minutes or more to the Waldorf School in Salt Lake
- Establishing a time-tested Waldorf model school that has seen success for almost 100 years and has been established in 91 countries
- Research shows a trend and interest in Waldorf Education in Utah, the U.S., and Worldwide
- Residents in the Target area, Utah County, and Utah State have indicated interest in Waldorf Education

## **LETTERS OF RECOMMENDATION**



*Office of the Mayor*

Office 801.768.7100  
Fax 385.201.1269

153 North 100 East  
Lehi, UT 84043  
lehi-ut.gov

October 25, 2018

Utah State Charter School Board  
250 East 500 South, Salt Lake City, UT 84111

Dear Utah State Charter School Board Members,

I am writing this letter as a show of support for the charter school application of Mountain Sunrise Academy. This board has shared with me their vision and methodology for their proposed school. I believe that Mountain Sunrise Academy will be highly valued in our community and project that the school will be well attended by families here. The school's focus on whole child education, second language, nature, music, arts-integration, and strong academics integrated with a developmental model are aligned with common values and interests of our residents. Furthermore, as the school has a multicultural focus and puts on several festivals and plays that welcome inclusion of family and community members, this school will connect with our residents in a meaningful and positive way.

Education is an essential aspect of any great community. As leaders of our community, the City Council Members and I desire that our residents have access to choices in schooling. As Lehi is one of the fastest growing cities in Utah, we have an urgent need for more schools in our area. We would welcome the opportunity to offer Mountain Sunrise Academy as a public charter school of choice in our city and hope you will approve the school to open here in 2020.

Once the State Charter Board has approved Mountain Sunrise Academy's application, we would be excited for the opportunity to work with them during the development process to aid them in finding success in our community.

Thank you for your great work in providing exceptional educational opportunities for students throughout the state.

Sincerely,

Mayor Mark Johnson

FIND YOURSELF IN



11/7/2018

To whom it may concern:

As you may know, Eagle Mountain is one of the fastest growing cities in the state and one of the youngest cities in the nation. This means we have a lot of young families and a lot of children with diverse education needs. We need more schools and our families need more school options. For this reason I am writing a letter of recommendation for the charter school application of Mountain Sunrise Academy. It is my understanding that they have produced a respectable proposal with an educational model that is valued in our expanding community. We do not yet have a "Public Waldorf" Charter in Utah County that is seeking Waldorf accreditation. It is my understanding that they are patterning their school after the Waldorf Charter in Salt Lake that has high retention and a large waiting list but Mountain Sunrise Academy will be adding some additional academic measures.

I also understand their board has been working on this endeavor to bring forth a Waldorf charter in Utah for three years. This shows great tenacity, commitment, and a good working relationship among board members.

As representatives of the City of Eagle Mountain, we are interested in our residents having access to great educational opportunities whether they be public, public charter or private in nature. This board has shared with me their proposal and I believe it would be a great fit for Eagle Mountain City and its residents.

Once the State Charter Board has approved their application, we would look forward to collaborating with them for the implementation of a successful charter school in our city. Thank you for your time and expertise in promoting charter schools in the State of Utah. I believe Mountain Sunrise Academy will be an excellent option for parents and students in our State.

I offer my support and hope you will approve the application of Mountain Sunrise Academy.

Sincerely,

Tom Westmoreland

Mayor Eagle Mountain City

1650 E. Stagecoach Run Eagle Mountain, UT 84005 (801) 789-6603 office (801) 789-6649 fax mayor@emcity.org

October 29, 2018

Dear Members of the Utah State Charter School Board,

I am writing in support of the charter school application for Mountain Sunrise Academy.

The goal of charters in our state is to allow a different approach to learning. The Waldorf schools have a good reputation, and in fact, many Silicon Valley executives send their kids to a private Waldorf school to gain greater hands-on experiences. Not every child must learn exactly the same things in the same ways. It is this vision that has resonated with parents who choose charters across our state.

Additionally, the proposed location is in a very high growth area. Alpine School District recently opened a brand new elementary school in Eagle Mountain with over 1100 students. Ideally, elementary schools are designed for 700 - 900 students. So, having additional schools in a high growth area would be very helpful.

Finally, as a math major, I support schools that use Saxon Math to teach the fundamentals of mathematics in a very succinct, easy-to-follow way.

Thank you for your service to our state, and I hope you will approve Mountain Sunrise Academy's application.

Sincerely,

Wendy K. Hart  
[Alpine School District Board Member]

Dear Utah Charter School Board,

It is with firm conviction as to the deep and endless benefits to children, families and communities in Utah Valley that we wholeheartedly endorse the establishment of Mountain Sunrise Academy Charter School, a Waldorf based education.

Our family's experience with Waldorf education comes both from a personal and pedagogical perspective. Tiffany, while in New York City studied and received advanced degrees in Steiner's philosophy for agronomy and horticulture (founder of the Waldorf movement) from the Pfeiffer Institute, having realized its superior practice and results in the realm of agronomy and horticulture. Thereafter, we were given the unique opportunity to enroll our son, Israel, in a full-time Waldorf school after moving to Rome, Italy. While there we noted many other Italian families who traveled great distance to enroll their children. The course of that year's immersion in the Waldorf community was life changing and remarkable.

In a very short time, we watched our son Israel's intellectual capacities deepen and his worldview also seemed to have expanded as we discovered a richness of perspective, critical thinking, and ability to focus and perform heretofore unknown to us.

With the emphasis in Waldorf education on cultivating children's natural creativity, Israel began to think more imaginatively while developing a heightened level of creative problem solving than ever before. We were also impressed by his expanding sense of self as he began to embrace his unique individuality. No doubt this was facilitated by the nurturing and close knit relationship that develops between teacher and pupil as well as meaningful classmate relationships as Waldorf Schools participate in teacher looping which creates long-lasting relationships and deep connections with others.

We also attribute the pedagogical emphasis on the use of natural materials, and intracerebral connections made possible through handicrafts, foreign language study, movement classes, and integrated math and language art programs a critical component to this whole-child model's success. In addition, our son was also able to garden, build his own playground, and access nourishing foods which all aided to deep and engaged holistic learning and whole brain development. The combination of these practices kept the love of learning alive and cultivated. Our family conversation changed as a whole to be more expansive, investigative, and nourishing. This remarkable year has left us stunned and ever grateful for the glimpse of what true education can be. From my past experience at this school, I concur with the words of Jane W. Hipolito, Ph.D, Professor of English, "All of my instructionally related research into childhood has pointed toward the superiority of Waldorf education over all other current educational methods." We long for a public Waldorf Charter and thus find great hope in the construction of Mountain Sunrise Academy.

My name is Niki and I have been trained in classical art and architecture. After graduating from BYU, I studied in Italy, New York City, Israel, and Japan at institutions such as the

Florence Academy of Art, Grand Central Academy, and Institute of Classical Art and Architecture (ICAA). I am currently the assistant director at the Beaux-Arts Academy, teach at Brigham Young University, and work as a full-time artist doing liturgical design and consulting while serving also as a board member of the ICAA Utah chapter. One of my sculptures recently won first place in Utah at the Zion Art Society Competition. I site my credentials only to relay that I have a strong background in the Arts. I can say from experience that no other school comes close to educating with the arts as well as Waldorf Schools. As one who is trained in the classics and fine arts, I echo the sentiments of Konrad Oberhuber, world leading expert on Raphael, former Director of the Museum of Art Albertina in Vienna and former Professor of Fine Arts at Harvard University, "No other educational system in the world gives such a central role to the arts as the Waldorf school movement. Even mathematics is presented in an artistic fashion and related via dance, movement or drawing, to the child as a whole. Anything that can be done to further these revolutionary educational ideas will be of the greatest importance."

In addition, I greatly appreciate that the Waldorf school curriculum exposes students to the highest thoughts and ideas of great thinkers, poets, and ancient cultures that have shaped civilizations, from the Hebrews to the Greeks. It elevates the conversation at home by foregrounding important topics, academic or moral, making it open and accessible between parent and students.

Such results among pupils were not isolated to our son alone, but could be witnessed as a whole among the student body at the Waldorf school. Like other modern ills, there existed broken families, financial hurdles, learning challenges, as well as physical ailments but somehow our Waldorf school seemed to become a place of healing and a haven for the children, parents and teachers alike. We credit the 'whole child development' pedagogy for addressing the many aspects of the child's development; emotional, mental, physical, academic and moral/spiritual. We thus endorse wholeheartedly this magnificent endeavour, and encourage all to study and further the pedagogy of Steiner/Waldorf education in Utah County and throughout the state.

On behalf of all families in Utah County who seek an authentic public Waldorf School to educate their children, we ask that you approve the application of Mountain Sunrise Academy.

Sincerely,

Niki Covington, CEO, Temenos Studios, LLC  
Tiffany Covington, MBA  
581 West 600 North, Provo, UT 84601

11/8/2018

Dear Utah State Charter Board Members,

My name is Adam Abram and I am writing a letter of support to recommend Mountain Sunrise Academy. I am aware that Waldorf Education offers arts-integration as well as focuses on whole child development. Their philosophy recognizes and nurtures children's interests as well as develops capacities in many areas when sadly, many schools today prioritize efforts only on test taking and scores. Topics like art, drama, and music, that engage children are taken away to focus only on "academic" subjects when these arts focused topics actually further one's academic understanding but require time. Too many children today have lost the love of learning as a consequence.

Waldorf Schools honor the "whole human being" and children look forward to going to school to learn. At school they are taught skills and concepts that focus on developing capacities in three areas which include academic and cognitive thinking, social and emotional skills, and creating with one's hands. Not only do students do well on tests, as noted by recent Stanford research in 2015, they also retain the information they learned as they have actively experienced concepts and made relationships and connections through lessons that are taught in integrated ways.

The Professor of Education at Stanford University who previously was the President of American Association for Educational Research supports Waldorf Education and states, "*Waldorf schools provide a program that...not only fosters conventional forms of academic achievement, but also puts a premium on the development of imagination and the refinement of the sensibilities.*" As an artist who has won international art awards, painted in international places such as temples or visitor's centers as well as won best of State in Utah, I welcome Mountain Sunrise Academy's efforts in providing a school that as they state in their mission statement desires "*to inspire the spirit and imagination of each child and elicit academic excellence through educational artistry.*"

I was a student that attended public schools in Utah. It was thanks to the arts that I looked forward to going to school as they engaged me in learning. If they were not a part of the school, I may not have been able to develop my gifts to be the artist I am today. I believe every child is an artist and would like to see more schools nurture children's capacities and abilities to become authors of their own initiatives and desires.

I highly regard Waldorf Education's use of teaching practical activities in which children create with their hands, be it handwork, woodworking, sculpture, drama, dance, music, or

fine arts. Using one's hands to create beauty in many art forms creates a sense of discipline and tenacity, builds appreciation, understanding and wonder, as well as helps foster a child's confidence and pride in their work. In today's world where many children use their hands most often to play video games, this focus on using one's hands to create and be productive is much needed.

I highly support Mountain Sunrise Academy and ask that you approve their application. Many children, families, and communities will thank you for it!

Sincerely,

Adam Abram

## **SECTION 5: GOVERNANCE**

## **SECTION 5: GOVERNANCE**

### **GOVERNING BOARD/CHARTER COUNCIL**

Due to Mountain Sunrise Academy's collaborative nature, it was decided to call the "Board" a Charter Council, following the example and another public Waldorf Charter School, River Oak, has done in California as well as other "Public Waldorf" charters. Mountain Sunrise Academy's Founding Board is hereafter called "Charter Council." An "Advisory Council" has also been formed to advise and assist the Charter Council in the functions and expertise necessary to found and start up a school. The Advisory Council members may donate a considerable amount of time to the founding of the school but do not have a voting position as the Charter Council members do.

**Charter Council Responsible Party:** MSA's Charter Council will hold the charter and be responsible during the development of the school startup phase. After the school is in operation, the charter council will adjust to become a governing board while keeping the same name, Mountain Sunrise Academy Charter Council. MSA understands that this adjustment between founding and governing requires different skills sets and there will likely be new and different Council Members during this change. MSA will ascertain that sufficient training has been passed on to new Charter Council members.

**Organization and Management:** After entering into a charter agreement, the charter school will be organized and managed under Title 16, Chapter 6a, Utah Revised Nonprofit Corporation Act.

**Documentation that MSA is a Utah Nonprofit Corporation:** Mountain Sunrise Academy is organized as a nonprofit corporation. Signed Articles of Incorporation, Bylaws, and meeting minutes can be found in Appendix B, C, and D respectively.

**Open Meeting and Public Records Law:** MSA Charter Council will comply with Utah's Open & Public Meetings Act in conducting board and committee business.

**Financial Management Oversight:** 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.

**Background Checks:** Within 30 days of authorization, MSA will complete a background check on each member, as required by § 53G-5-302. MSA 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 Executive Director will ensure that all background checks are complete and maintained in the school's employee files. The Executive 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.

**Governance:** Pursuant to its bylaws, MSA is governed by five to nine Council Members.

**Selection and Removal of Council Members:** As their terms expire and or vacancies arise, the Charter Council will fill the positions through appointment by majority vote of current Council Members. Removal will occur through majority vote of current Council members as outlined in the Bylaws.

**Council Member Terms:** The initial Charter Council members beginning the governance phase shall be assigned to one, two, or three-year terms so that roughly one third of the Charter Council shall be up for election in any given year. Following their initial terms, Charter Council members may serve an additional two years, not to exceed five consecutive years.

**Council Member Meetings:** MSA's Charter Council will hold a minimum of 9 monthly meetings annually.

**Committed Charter Council Members to Oversee Mission of Charter:** The founders of MSA represent a diverse group of experienced and individuals who are committed to providing the best possible educational experience to students in Utah. Commitment and tenacity of overseeing the school's opening and adhering to its mission and vision are vital to a school's success. These characteristics are evidenced as this founding group for MSA has met together for over three years to oversee the requirements and development of opening a quality charter school while upholding the school's mission and vision.

**Charter Council Members Represent the Community:** MSA's Charter Council Members represent the community well. The council is made up of parents from North Utah County and surrounding areas who wish for their children to attend the school, other members who have experience with Waldorf Education and Charter Schools, and others from the community that have expertise in their respective skills to oversee the many requirements of opening a quality charter school in Utah.

**MSA's Operation & Organization Supports the Overall School Mission & Waldorf Culture:** Waldorf Pedagogy, which is part of the school's mission values cooperation in the classroom rather than competition. MSA's Charter Council has supported that value by incorporating collaborative leadership in its organization. Waldorf Education also values high moral individuals that it will seek as its teachers and MSA has carefully selected and recruited upstanding individuals with integrity and high ethical standards to represent the community well as members of it's Charter Council.

**MSA's Charter Council and Advisory Council Hold the Needed Capacities to Oversee Responsible Management of Public Funds and Comply with Legal Obligations to Found and Sustain a Quality School**

MSA has adopted a collaborative leadership approach to forming and founding the school. The Charter Council is the oversight and authority decision-making body of the school with the Advisory Council members working to support and advise the Charter Council. Together, these individuals form a group uniquely qualified to create a Waldorf charter school from start-up to operation. They offer years of experience in Waldorf education, teaching, educational policy, board governance, business management, business finance, organizational management, organizational change, accounting, budgeting, law, medicine, strategic planning, human resources, community event planning, psychology, special needs, and child development. A summary of member's experiences and qualifications are noted below. The Background Information Sheets contain more detailed information on each Charter Council Member which can be found in Appendix A.

***Dr. Tim McGaughy, Charter Council President:*** M.D., PhD

Tim is a Board Certified Psychiatrist and Medical Director of Wasatch Mental Health in Provo with over 25 years of experience in the mental health field; Ph.D. in Chemistry, research and teaching experience at college and high school levels; clinical and administrative roles with several nonprofits; Waldorf Education experience as a parent of children educated in Waldorf Schools in Massachusetts and New York and early involvement with the organization and charter development of Wasatch Charter School in Salt Lake City.

***Chris Allen, Charter Council Vice-President:*** 25 years Waldorf education experience, founder and member of ACWE Arizona Council for Waldorf Education (currently assisting 7 Waldorf Schools), Waldorf School start-up experience, founder Treeside Charter Academy, Board member of Waldorf charter school in Arizona, non-profit funding programs for K-12 schools, Waldorf charter school consultant, Vice-President Gains Corporation, non-profit experience, business owner consulting firm, B.S. Business, (cum laude, Dean's list), U.S. Navy.

***Emily Morris, Charter Council Treasurer:*** B.A. from BYU, bank finance, customer service, quality control, trainer, organizational management, expertise in fine arts, parent.

***Christian Swenson, Charter Council Secretary:*** Masters (in progress): Comparative Studies at Brigham Young University; B.S. Westminster College; Expertise in Performing Arts; Copywriter, Writing Consultant, Researcher at Westminster.

***Emily Ashby, Charter Council Member:*** M.A. Westminster College, Charter start-up experience working closely with Ignite Academy during their planning and implemental phase in 2016; Parent Committee Chair of the Utah Swords Academy; CEO Camera Coats, LDS Business College Adjunct Faculty, Salt Lake County Program Coordinator, Utah Microenterprise Loan Fund Training Coordinator, Digital Marketing.

***Alyssa Sorenson, Charter Council Member:*** Bachelor of Fine Arts, Art and Visual Communications, Photography emphasis, Cum Laude, UVU; Business Owner, Market Research, Marketing, Community Outreach, DECA President, Expertise in Fine Arts.

***David Fawson, Charter Council Member:*** M.A. George Wythe University, B.S. Southern Virginia University. David has been an educator, mentor, public speaker, and entrepreneur for the last 8 years. David has been a school teacher at AISU. He is the creator of Odyssey of Hope and Quest Leadership Project. David has been invited as a speaker at numerous conferences regarding education and fulfilling one's personal life mission.

***Rebecca Stone, Charter Council Member:*** Currently completing final course for B.A. from BYU; International Waldorf School Experience; Retail business; Library and Archive Assistant; Substitute Teacher Charter Schools; Farm Owner/Manager (Produce, Meat and Dairy-Creamery); Tour Guide; Museum and Library Science; English Literature; Art History.

***Krystelle Rose, Interim Executive Director:*** M.B.A with an emphasis in IT, M.A. in Education with an emphasis in Waldorf Education; Waldorf Teacher Certification; 15 years Waldorf Education experience; Founder Utah Waldorf-currently over 525 members; Events and Digital Marketing Director for Utah Waldorf; Director 6 yearly Utah Waldorf Conference with attendees from 8 states; Charter Start-up Experience; Initiated Wasatch Charter School and served as one of three founding Directors for 1 ½ years; Co-initiated Treeside Charter School; Founder and teacher at Treeside Charter School; Teaching Practicum at Desert Marigold Public Waldorf Charter School; 5 years Waldorf teaching experience at Abella Cottage School; Handwork teacher George Mueller Academy; Teacher Volunteer San Francisco public school; Currently enrolled in two-year program Arts-Integration Teaching Endorsement; Waldorf Education presenter at BYU, 2016 Family Education Expo at WSU, and 2015 Winter Homeschool Conference; Business owner of 8 years, Provo/Orem Chamber of Commerce Women's Division Council member; Advisory Board Utah Charter Advocates; United States Energy Association (USEA) World Energy Conference event organizer; Corporate business experience in administration, finance, operations, human resources, customer relations, IT, public relations, community outreach; Non-profit experience; youth counselor; special needs worker; EMT; Fine arts experience as singer in Utah Millennial Choir and piano music composer; world traveler; parent.

### **Advisory Council Members**

The Charter Council also has a robust and highly experienced Advisory Council consisting of 21 individuals who have helped and played some part in the creation of the school. They are vested in the success of the school as many have children they wish to enroll. The Advisory Council offers expertise in many areas including but not limited to: Waldorf Education, charter start-up experience, organizational management, business, fine and practical arts, information technology, music, writing, finance, psychology, public relations, community involvement, public speaking, marketing, and leadership development.

The individuals listed below are Advisory Council Members. They have helped or intend to help in some way with the school and may attain founder status with 40 volunteer hours, 30 hours of that time being fulfilled outside of meeting time.

**Adam Abram:** Business owner, artist, Utah “Best of State” recipient and International ARC winner, actor, martial arts, screenwriter, composer.

**Karrl Auffhammer:** 2 years on the board of Oakland Steiner school. Previous startup Waldorf School involved establishing the board and guiding the organizational development as well as secretarial duties. Rudolf Steiner College for two years 1991-1993 studying art and the development of human consciousness.

**David Carruth:** B.A. English, Financial advisor, parent.

**Mindy Carruth:** B.S. Horticulture, Waldorf handwork and grades teacher, parent.

**Paige Clark:** B.S. Finance, past Waldorf Student Grades 2-9 (Canada), linguist, community events, parent.

**Niki Covington:** Trained in classical art and architecture, has studied in Italy, New York City, Israel, and Japan at institutions such as the Florence Academy of Art, Grand Central Academy, and Institute of Classical Art and Architecture (ICAA), after graduating from Brigham Young University. His studies culminated in a year-long fellowship studying history, philosophy and religion and its effects upon the changing forms of classical art and architecture in Rome. He is currently the assistant director at the Beaux-Arts Academy (institution dedicated to the rejuvenation of classical tradition), teaches at Brigham Young University and works as a full-time artist doing liturgical design and consulting while serving also as a board member of the ICAA Utah chapter.

**Tiffany Covington:** MBA; Received her undergraduate in agronomy and went on to certify in biodynamic farming at the Pfeiffer Center in New York. She now works as an agronomists and educator within the community. She is a camel and horse trainer, children’s nature camp director, landscape consultant, and parent of three.

**Richard Distasi:** editor, writer, consultant.

**Dr. Mary Gervase:** Ph.D. Educational Administration, Master’s Educational Psychology, past Waldorf Charter School Director (Idaho), Charter writer, principal mentor, educational leadership consultant, Executive Director & co-founder Sun Valley Spiritual Film Festival, Director of Education 2009 Special Olympics World Winter Games, assistant superintendent of Blaine County School district, elementary teacher, school counselor, adjunct professor, State Department of Education consultant in Utah, Idaho & New Mexico, consultant Department of Defense Dependent Schools System in Scotland and Germany.

**George Hoffecker:** Co-founder Alliance for Public Waldorf Education, Served on the Education Commission of the States, the U.S. Department of Education’s task force designed to study charter schools’ impact on national educational reform, 30 plus years Waldorf curative work, Waldorf elementary education, and Waldorf teacher training, past principal

first U.S. Waldorf Charter school, past principal high school, mentor for Public Charter Schools across the U.S.A., Assistant Superintendent for Twin Ridges Elementary School District, Director of Charter Services, helped create and implement a nationally recognized innovation (“District as Service Center” model) in the way charter schools and their authorizers collaborate, 12 years Waldorf teaching experience, lectures widely on child development, positive discipline, Waldorf Education methods in public schools, collaborative leadership, and designs for organizational renewal and reframing, including strategies for creative conflict resolution, adjunct faculty member Rudolf Steiner College, Utah Waldorf Conference presenter, trainer in Non-violent Communication, Appreciative Inquiry, Theory U, Waldorf Pedagogy, Organizational Management.

**Stephen Joseph:** business owner; 25+ years of senior level business management and leadership consulting; led several large scale organizational change projects for nonprofit entities organizational leadership, operational management, 15 years as a HR/Personnel manager in several federal government agencies.

**Carolynn Lambert:** B.A. Humanities-emphasis in English and French literature, 10 years Waldorf School setting experience (California), Waldorf festival planner, experienced in Waldorf methodology and pedagogy, completed portion of Waldorf teacher training, active in Waldorf activities and events in Utah, writer, parent.

**Bill Mark:** Attorney and business owner for over 16 years, nonprofit organizations for over twenty years. Some of these include Granite School District’s “Count Me In” program for at-risk youth,. Co-founded Quest Leadership Project, a Utah nonprofit dedicated to teaching entrepreneurial skills to Utah teens, Co-founder and co-owner of a law firm that employs approximately 100 people across six states. The firm represents some of the world’s largest financial institutions. Worked in federal and state appellate courts, private litigation and business practice, and in corporate practice with a technology company. Worked as a program leader for at-risk youth in the public school system. Co-created an entrepreneurship program for high-school students.

**Dr. Clifford Mayes:** Ph.D. Education, PsyD. Clinical Psychology, M.A. English Literature, M.A. English as a Second Language (ESL), author, university professor, psychologist, educational leader in multicultural education, 35 years educational experience, Utah Waldorf Conference presenter.

**Amanda Oaks:** Attorney, Waldorf Education background.

**Ellen McGaughy:** 10 years Waldorf School setting experience, (Massachusetts & New York) Waldorf parent, active participant in Utah Waldorf community and events, public relations, community service, founder Wasatch Charter School.

**Olesya Richards:** experience in business operations, including profit and loss responsibilities; marketing campaigns; business entrepreneur, forecasting of revenues; College of Arts and Crafts Ufa, Russia.; A.A.; 2002; Completed coursework at the International Institute of Design in Moscow, Russia.; 2009.

**Dr. Hallie Robbins:** President-Waldorf Association of Utah (non-profit), Private Waldorf School Start-up experience, Waldorf Student 2-12th grade (New York), Utah Waldorf Conference presenter, (D.O.) Doctor of Osteopathic medicine, board certified in Physical Medicine and Rehabilitation (PM & R) and osteopathic neuromuscular medicine (ONMM).

**Steven Snyder:** MBA, Marketing Manager, 35 years IT experience, Social Media expert, presenter, business owner, parent.

**Cynthia Wand:** 12 years Waldorf teaching experience, Waldorf parent, author, life coach, Virtues Project Facilitator, Keynote Presenter Rudolf Steiner College, Utah Waldorf Conference presenter.

**Amber Wurth:** Store manager, event organizer, parent.

### **Founding & Governing Board/Charter Council Roles**

The role of the Founding Board includes:

1. Envisioning and creating the mission and vision of the school
2. Attracting support through committed families and students
3. Writing the charter and obtaining authorization
4. Pursuing partnerships and business arrangements
5. Building a strong foundation and infrastructure for the school
6. Establishing a School Culture
7. Creating a committed and capable body of people to carry out the founding of the school.

After school founding, the Founding Board role will transition into a Governance role. The Governing Board/Charter Council will oversee the following:

1. Write & set clear policies for the school that adhere to the mission & vision of the school
2. Hire and hold accountable the Executive Director
3. Oversee sustainability and solvency of the school
4. Ensure the school is adhering to their charter
5. Maintain legal requirements when writing policies
6. Adopt and amend fiscal policies and procedures
7. Adopt and amend the annual budget
8. Change key employees' salary and benefits
9. Incur debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter
10. Oversee Investment policies, depository and investment banks
11. Purchase, sale, or lease of property
12. Review and accept interim monthly financial statements
13. Select the school's auditor (CPA firm)
14. Review any transaction or account of the school at its discretion

**Founder Status:**

Based on Utah Law, founders of the school will be given priority enrollment for their children or grandchildren at the school. Founder status for MSA is met when 40 hours or more are contributed and where at least 30 hours of that time is met outside of meetings. Founder status will not be conferred based upon financial or other donations made to the school.

**Transition from Founding to Governing Charter Council:**

After the initial founding of the school the Advisory Council will be absolved and the Founding Charter Council will transition into a Governing Charter Council for Mountain Sunrise Academy and will keep the same name of “Charter Council.” After this transition new Advisory Committees will be formed as the tasks and focus will be on governance.

Staggered terms for Charter Council members ensure members are replaced systematically during the first three years of the school’s operation. In this way, the working memory and original purpose of the organization are preserved at the same time new ideas and directions are initiated.

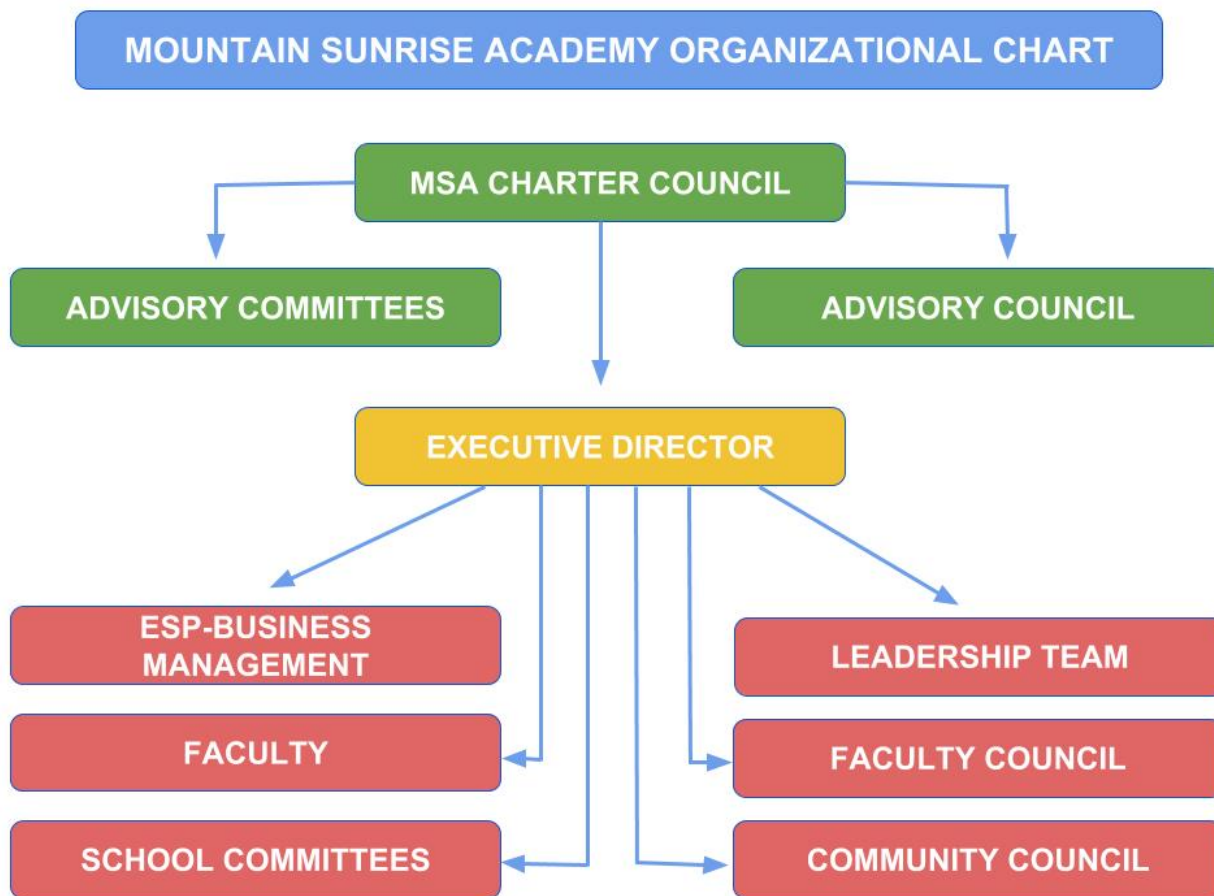
**Prior Organizational Work:**

A few council members have met in the capacity in founding other charter schools in Utah as noted on the “Required Information Sheet.” None of these individuals are currently working in those organizations. Otherwise, there is no prior organizational work of the Charter Council members. Individuals have come forward to serve in this capacity as a Charter Council for the purpose of founding Mountain Sunrise Academy.

**Leadership Organization:**

There are several levels of leadership, which are designed to help the school run smoothly and give as broad a level of input as possible. This is important to maintain the focus of the school and also to ensure the school is viable financially.

**Mountain Sunrise Academy Organizational Chart**



**MSA CHARTER COUNCIL:** Currently consisting of 8 voting members, +1 to be added After school founding this group will consist of up to 9 voting members and the Executive Director as an ad hoc member.

**MSA Charter Council** shall be responsible for the general direction of the school and adherence to various policies and procedures as mandated by the school as well as by the state. There shall be no fewer than 5 members with a maximum of 9, and the overall composition, structure and function shall be as outlined in the Bylaws of MSA. Members may serve as parents or community professionals supportive of Waldorf education. Meetings will be monthly or at other times designated. As the Charter Council has fiduciary responsibility, oversees the finances directly, and approves the budget they will have a relationship with whoever the school hires to oversee the budget and business management such as an ESP, but as shown in the organization chart, the Business Manager reports to the Executive Director as this person oversees the day to day operations of the school.

**CHARTER ADVISORY COUNCIL:** Currently 21 non-voting members to advise Charter Council. The Charter Advisory Council consists of specialists in their field, mentors, and other leaders may be advise the Charter Council. These members are non-voting members.

**ADVISORY COMMITTEES:** Committees both standing and ad hoc to aid in running the many necessary functions to produce a healthy and productive school.

**CHARTER COUNCIL ADVISORY COMMITTEES:** Committees may be established at any time as deemed necessary by a majority vote of the Charter Council in order to carry out the objectives and purposes of the Corporation. Such committees shall exist for the period required to accomplish their respective objectives, but in no case for longer than specified by the Charter Council when such committees are created unless extended by the Charter Council. The Charter Council may organize one or more standing committees. The Chair of each standing committee shall be a member of the Charter Council. Not all committee members need to be Council members. The Charter Council may authorize the Executive Director to establish "administrative committees," both "standing" and "ad hoc" as may be needed to ensure the smooth running of the school.

**EXECUTIVE DIRECTOR:** This person will provide effective leadership and be tasked with making managerial decisions relating to the school.

**ESP-BUSINESS MANAGEMENT:** The service provider responsible for running the business operations of the school.

**FACULTY:** This group consists of faculty members and staff who are the implementers of the school mission and teaching of children.

**SCHOOL COMMITTEES:** School committees are comprised of individuals for the purpose of fulfilling activities that relate to the mission and vision of the school.

**LEADERSHIP TEAM:** This group includes the Executive Director, Faculty Chair, Parent Chair, Charter Council Chair. The Leadership Team will be formed to help ensure the school is managed properly and to help keep the various councils up to date with respect to each council's activities. There will be 4 members to include the Executive Director, Charter Council Chair, Faculty Council Chair and Community Council Chair. Meetings will be held weekly, except for the Parent Council Chair, who will attend every other week.

### **COMMUNITY COUNCIL**

Consisting of parents, grand-parents, or community representatives from the school who help with festivals, field trips, fund-raisers and the cultural life of the school. The Community Council will be established of up to 15 members. Mountain Sunrise Academy will actively engage the support of our families, who are a strong part of the Waldorf community. Waldorf traditionally has several festivals throughout the year and parent input is important contribution. This could include parents, grandparents or other supportive members of the community. These members will be elected or appointed at an annual meeting by the school community. It is also expected that the Community Outreach and Development Coordinator as well as the Executive Director will be a part of the Community Council. Activities may include not only the festivals but also fund-raising, school promotion, educational forums, volunteer work at the school and other means of promoting the success of MSA. Meetings will be held monthly or more as needed.

**FACULTY COUNCIL:** This group consists of faculty members who are the implementers of the school mission and teaching of children. The Faculty Council shall be composed representation from full and part-time teachers, the Executive and Assistant Director and administrative staff. The main responsibility will be to ensure quality teaching. This will be through promotion of trainings and professional development, mentoring and adherence to the Waldorf model. Curriculum development and reviewing the hiring process will also be explored. Meetings shall be weekly or biweekly depending on the needs of the teachers and school.

**Charter Council Formation and Choice of Waldorf Education**

The year 2011 marked the 150<sup>th</sup> birthday celebration of the founder of Waldorf Education, Rudolf Steiner. In an effort to “give back” to Steiner’s contributions to humanity, Krystelle Rose founded a Utah Waldorf group that same year to connect like-minded individuals who valued Waldorf Education in Utah. Many festivals, field trips, and 6 yearly Utah Waldorf conferences were held to grow and support a Waldorf community. These activities have drawn participants from 8 states. There are currently over 525 members participating in the Utah Waldorf group. In October 2013, Krystelle initiated the first Utah Waldorf charter school and reached out to the Utah Waldorf group to inquire about interest and volunteers to help form the school. Group polls made to this group indicated the majority interest was near Salt Lake City which is where Wasatch Charter school was proposed and formed. After serving one and half years as one of three directors at Wasatch Charter School, Krystelle stepped down to co-initiate another Utah Waldorf Charter as interest had been expressed in the Utah Waldorf group to start another school. After helping found and teach at this school, there became a desire to create a “Public Waldorf” school that would be accredited by APWE in North Utah County. Through group outreach a Charter Council and Advisory Council were formed.

This committed and tenacious group has been meeting and working well together on this task for three years.

The Charter Council and supporting advisory group chose Waldorf Education due to deep personal experiences and conviction about this methodology as well as direct observation and seeing its effectiveness in the lives of children, teachers, and the community. This group also came together to serve the community as they saw the desire for a Waldorf charter school in this area from comments at the Utah Waldorf Conferences, the Utah Waldorf Facebook group, and interest forms that were sent out.

**Evaluation of the School/Management:** The Charter Council will evaluate MSA to determine if it is meeting its mission and educational philosophy and striving towards its vision. It will evaluate three times per school year to ensure the charter is being followed and that goals are being tracked and measured.

The data that will be used to conduct analysis includes but is not limited to:

- Surveys: student, parent, faculty, staff
- Interviews: student, parent, faculty, staff
- Assessments: school, state mandated
- Observations: Council Members during formal & informal school visits

The process for evaluation of school management constitutes that after school approval Charter Council members will create a rubric that will be used to evaluate the Executive Director’s performance basing criteria on MSA’s Goals as well as its mission and vision and review this before school opening. This assessment will help with short and long term goal setting and realizing the progress of those goals. This process of evaluation will occur over three times of the school year and as deemed needful by the Charter Council. The first meeting in the evaluation process at the beginning of the year is to communicate clearly and clarify rubric to the director so it is understood how they will be evaluated as well as establish a baseline. In January, another evaluation will occur to determine progress and update or refine rubric as needed. The end of the school year’s evaluation will be used to determine results, identify if a bonus has been earned if outlined in the employee contract, and decide if the contract will be renewed for the following year. Evaluation of the business ESP is found in Contracts, Section 8.

**Evaluation of the Charter Council Performance & Stewardship:**

<b><u>Metric</u></b>	<b><u>Measure</u></b>	<b><u>Goal</u></b>
Council Member Participation	% of Meetings attended by each board member	80%
Council Member Development	Percentage of Council members passing all available training modules available on State Charter School Board website	70%
Regulatory & Reporting Compliance	Percentage of all required reports that are complete, accurate, and on time	100%
Regulatory & Reporting Compliance	Articles of Incorporation, Board Bylaws, and Charter are all in agreement. The school’s Charter is not changed without proper agreement from chartering entity	100% agreement

**Charter Council Training and Recruitment:** All new Charter Council members will receive a New Charter Council Member Packet and Waldorf education packet. An experienced member of the Council will be assigned as a mentor to each new member. As part of the annual Charter Council self-assessment, areas of expertise needed to enhance Charter Council function will be identified and prospective committee members recruited accordingly. MSA will also follow training recommendations made by the State Charter School Board and

follow other best practices. Recruitment for Charter Council Members will include advertising to Facebook groups that focus on Waldorf Education such as the Utah Waldorf group and other social media. Information about upcoming vacancies will also be posted on the school website. MSA will also follow the State Charter School Board recommendations for recruiting members.

### **Charter Council Professional Development Plan**

1. Receiving training as provided by the State Charter Board and other state and federal school organizations.
2. Receiving training from other organizations as deemed needful.
3. Learn and implement best practice models to run an effective organization with the following methods: Appreciative Inquiry, Theory U, Compassionate Communication (Non-violent Communication), Covey's principle-based leadership, Virtues Project International, as well as Peter Senge's, "Schools That Learn."
4. The Charter Council will make use of internal training and experience of those who have skills to mentor within the Charter Council.
5. The Charter Council will have access to a trained mentor on organizational management that has experienced and overseen the proper running of effective Public Waldorf Schools. Hoffecker Burgess Consulting has been identified as having this skill set in which they would be able to bring these types of professional trainings to the Charter Council.
6. The Charter Council will organize retreats to receive additional training.
7. Reflective self and group analysis.

**Professional Study Material:** MSA's Charter Council will use the following training tools to improve their governing abilities and interpersonal skills which will benefit those involved with MSA.

- **Appreciative Inquiry**-Effective Communication
- **Theory U**-Organizational Development
- **Compassionate Communication** (Non-Violent Communication, NVC)
- **Covey Leadership**-Leading with Principles
- **Virtues Project International**- "The Virtues Project is a global grassroots initiative to inspire the practice of virtues in everyday life with participants from 95 countries. It was honored by the United Nations during the International Year of the Family as a *"model global program for families of all cultures."*
- **Schools that Learn** - This book is acclaimed as one of the best books ever written about education and schools.

## **SECTION 6: STAFFING**

## **SECTION 6: STAFFING**

### **STAFFING NEEDS BASED ON BUDGET, ENROLLMENT, AND TARGET**

**POPULATION:** MSA projected enrollment numbers are 392 students grade K-6th grade the first year and target population are residents in Lehi, Saratoga Springs, and Eagle Mountain as well as other school districts that value whole child education. The following staffing-related budget assumptions align with our educational program needs. Staffing needs require an Executive Director, as the day-to-day leader of the school, who must be capable of embodying the school's vision, mission, and goals and translating them into effective policies and procedures as well as a dynamic school environment. The Executive Director is responsible for instruction and curriculum, personnel decisions and hiring, and budgetary and legal compliance. It is understood that the staff of any Waldorf-inspired school are responsible for the education of those children who enter its halls. This is a responsibility and privilege that is carried out in a time honored tradition of instruction found in Waldorf education worldwide. There are similarities with standard educational methods, but also differences that set Waldorf education apart from other schools. There is a great emphasis on creating a learning environment that nourishes the child not only intellectually, but also emotionally and actively. This creates a learning style that uses a balanced approach to support the child at each level of development and learning. It is felt that children who are educated in this manner emerge with great intellectual curiosity, which is supported by the will and emotional maturity sufficient to propel them successfully into their high school years followed by college, then later into their professional and family lives. It is believed that the foundation of this success can be traced to the child's early education experience. Mountain Sunrise Academy will seek teachers and support staff, who are not only competent, but also who are committed to the Waldorf education learning style. Preference will be given to teachers who have been successful teaching in other Waldorf settings as well as teachers who demonstrate a desire to be mentored and instructed in Waldorf teaching methods.

### **STAFFING PLAN INCLUDING ROLES, RESPONSIBILITIES, & QUALIFICATIONS**

#### **Administrative Organization**

**Executive Director:** The Executive Director will provide effective leadership throughout all parts of the school and will be involved with the various management decisions that take place on a regular basis. It is important that the director be knowledgeable in the implementation and management of the various facets of policy, organization, finances, professional development, hiring practices, legal compliance and professional development. The director must also be familiar with Waldorf education and be able to maintain integrity of the mission and vision of the school. The director is hired by the Charter Council and reports regularly to the Council about all facets of the school.

Executive Director Responsibilities:

- Work closely with the Charter Council so they will stay abreast of school and staff issues and make sure that MSA stays true to its mission and vision.
- Attend or conduct the various meetings and councils that the director is expected to attend which may include the Charter Council, Faculty Council, and Parent Council. If the Director is unable to attend the various meetings he/she will be briefed about these meetings during the Executive Team meetings.
- Work closely with staff, students and parents about various aspects of school policy.
- Work with the Assistant Director about teacher related trainings and mentorship as well as the effectiveness of teaching.
- Coordinate curriculum and work with the Assessment Coordinator around assessment tools.
- Work closely with student enrollment and scheduling.
- Be involved in the hiring, supervision and evaluation of MSA employees.
- Work with the Maintenance Supervisor to maintain and update grounds and buildings.
- Maintain a close working relationship with the state to ensure state and federal regulations are being followed.
- Attend trainings by the USBE.
- Be a good representative of MSA to the greater community.
- Work on budget maintenance with the Charter Council and Business Manager to maintain budget guidelines. Help coordinate school fundraising events.
- Be involved in student instruction as needed.

Executive Director Qualifications:

- Preference will be given to candidates with advanced degrees with educational, administrative and/or management experience and with prior Waldorf experience. At a minimum an excellent candidate will need to be committed to the mission, vision and goals of MSA.
- Have the credentials to be an educator in Utah.
- Have expertise on curriculum, instruction and assessments required by Utah as well as state and federal regulations that can affect MSA, including Utah Core Curriculum and work with the Assistant Director or other designated personnel to make sure these requirements are met.
- Have good communication skills and be a person who can build strong relationships with faculty, staff, students, parents and members of the community at large. These skills should make the director capable of sound decision making with respect to hiring, managing, supervising and mentoring other teachers and staff.
- Possess good listening abilities and be able to take constructive feedback.
- Be organized and efficient and capable of disseminating information to the various councils, faculty, students and parents.
- Meet and evaluate teachers on a regular basis.

**Assistant Director:** The Assistant Director will work closely with the Executive Director and also with faculty to promote the highest quality of education possible. This position should have administrative and/or management experience. This is particularly important in a Waldorf school since not only are there necessary state guidelines to be followed such as Utah Core Curriculum, but also a need to ensure that Waldorf pedagogy is followed. This role and

responsibilities are very important at MSA where grades K-6 will start the first year and it is expected that there will be a significant difference in teacher backgrounds, some with good Waldorf experience and some with minimal experience but with a strong desire to learn and teach. The Assistant Director is hired by the Executive Director. Due to the above requirements, an experienced Waldorf teacher who has an understanding of early childhood development in Kindergarten, has taught grades 1-8, and is experienced and adept at teaching adults as well as understands key administrative duties will be best suited to fill this role.

Assistant Director Responsibilities:

- Serve as a mentor for teachers to develop and implement a Waldorf curriculum and help in the development of new curriculum as teachers progress.
- Work with teachers around training opportunities as well as the implementation of Utah Core Curriculum and ensure MSA's curriculum aligns with the goals of MSA inside the state requirements.
- Mentor and work with students including, as needed, class instruction.
- May meet with teachers weekly to work towards developing greater skill sets for instruction and for management of classroom activities.
- Participate in training of teachers during Professional Development and pre-service trainings
- Pursue continued training such as that provided at the Alliance for Public Waldorf Education
- Aids in student management and communication with parents
- Assists in assigned duties from the Executive Director

Assistant Director Qualifications:

- Hold a bachelor's degree with preference for Education background or related field.
- Extensive experience as a Waldorf teacher with preference given to a teacher who has taught Grades 1 through 6, and who has a good working knowledge of the Waldorf method of teaching.
- Good communication skills and experience in evaluation and mentorship of teachers with particular emphasis on building strong, trusting relationships with teachers and students.
- Have a good understanding not only of Waldorf methods but also of Utah Core standards and how to allow these to work together for improved learning.
- Have a good knowledge of the necessary assessments required and work closely with the Assessment Coordinator.
- Be able to identify and address student needs and concerns.

**Business Manager:** The Business Manager will be responsible for the accounting (using generally accepted accounting principles) and budget functions at MSA as well as preparing financial and other reports as required. The Business Manager is hired by the Executive Director with approval of the Charter Council. The Business Manager reports to the Executive Director.

Business Manager Qualifications:

- Have an advanced degree in a related field such as accounting or business management and preferably have experience with business practices in a charter school system with accounting, budgeting and auditing.
- Demonstrate good organizational skills and data management as well as the ability to present of such data to other members of the school, councils, boards, or outside entities in need of such data.
- Have experience managing funds for a school, business or other organization.
- Knowledge and preferably experience dealing with state and federal laws pertaining to the use of funds, accounting and reporting specific to Utah charter schools.
- Demonstrate commitment to the financial viability of MSA.

**Community Outreach and Development Coordinator:** The Community Outreach and Development Coordinator will work with the Executive Director and with the Charter Council to promote awareness of MSA in the greater community. This will include educating the public on the benefits of Waldorf education and becoming a liaison for the school by building beneficial community relationships. The Community Outreach and Development Coordinator will be hired by the Executive Director.

Community Outreach and Development Coordinator Responsibilities:

- Expand awareness of MSA and Waldorf education in the greater community by building partnerships and coordinating learning opportunities especially in the area near the school.
- Promotional activities can include marketing efforts, press releases, informational meetings, social media and other activities to increase awareness of the school.
- Work closely with the Executive Director and Charter Council on marketing efforts.
- Work closely with families through email, phone, conferences, tours and other means to promote the goals of MSA and also recruit students and families to MSA.
- Help establish the MSA website that will be informative and attractive.
- Network with various people and organizations to better integrate MSA into the community.
- Serve on the Parent Council to help coordinate activities, festivals, fund-raising efforts, volunteers and educational efforts.
- Work on other duties as directed.

Community Outreach and Development Coordinator Qualifications:

- Be familiar with the mission and goals of MSA as well as with Waldorf education in general.
- Possess strong oral and written communication skills that will serve in building community relationships that promote MSA.
- Possess a personality that will help build connections and partnerships between MSA and various community leaders.
- Have an adequate degree of expertise in website design and promoting MSA in social media and other electronic venues.

### **Teaching Organization**

The teaching organization is composed of Classroom Teachers, the Special Education Director and Learning Specialists, Specialty Teachers and Paraprofessionals. Teachers form the front line support and main contact for the child each day. These are the staff that the child will look up to the most and it is critical that that a close bond and working relationship be established between the teacher and the individual student. Waldorf education is unique in ideally having the First Grade teacher remain with the student through all eight grades. This allows the classroom teacher to get to know each student extremely well and as such respond to each student's needs with a greater degree of accuracy and sensitivity. In Waldorf education classroom material is presented in a way to fully engage the critical aspects of "head, heart and hands", in other words, the intellect, the emotional or feeling nature and the will or activity based learning. This style of teaching will be best administered if there are teachers already versed in the methods and pedagogy of Waldorf education so there will be an emphasis placed on hiring Waldorf trained and experienced teachers. If it is not possible to fill all positions with teachers already versed in the Waldorf approach, MSA will be looking for those qualified teachers who have a strong interest in learning a new approach to education and teachers strongly supportive of the goals, mission and vision of MSA.

The Executive Director will be responsible for the hiring of all teachers. The Director will be supported by the Faculty Council, which will include certified Waldorf teachers and the Assistant Director.

**Teacher Requirements:** MSA will follow applicable USBE standards and all school teachers, paraprofessionals, aides and substitutes will be held to the appropriate standards. All MSA teachers will have a bachelor level degree at an approved higher education institution and will hold an appropriate license with areas of concentration and endorsements as approved by the USBE (See R277-510, R277-520 and R277-524) or shall be on track to complete an Alternative Route to Licensure (as provided in Rule R277-503).

Classroom Teacher Responsibilities/Qualifications:

- Be able to demonstrate an understanding of and commitment to the mission, pedagogy and methods of Waldorf education with an ability to demonstrate knowledge of and proficiency in the integration of arts, movement and project-based learning into the classroom.
- Demonstrate a real concern for the children to be taught and have good communication skills not only to help relay information in the classroom but also to effectively communicate with other members of MSA as well as parents.
- Be aware of the needs of the students and be able to structure instruction based on those needs. Also, be able to use formative and summative assessments.
- Teachers should have a bachelor's degree at an approved higher education school and have a license to teach as approved by the USBE or be on track to complete an alternative licensure within 3 years of hiring.
- Waldorf experience will be sought, such as a certificate in Waldorf education or experience as a Waldorf teacher. If these are not present then the teacher should have a commitment and dedication to receive professional Waldorf teacher training, to develop skills and capacities, and seek a Waldorf Teacher Certification. The Waldorf teacher sets the tone and direction of the class at the beginning of each day by greeting each child individually and instructing the class with the extended main lesson in the

mornings. The Speciality Teachers instruct later in the day and serve very important purposes, but it is the main room classroom teacher who serves as the central focus for the student. Therefore, an experienced Waldorf teacher is invaluable.

- Teachers should always strive for excellence and as such will seek out continual learning and be involved in self-development. A teacher's inner character and disposition are important in Waldorf Education and hired teachers should have the desire to develop and maintain a high moral sense of self and continually strive to improve. Trainings and activities that work towards this end are part of the teacher's work.

**Special Education Director (SPEDD):** The Special Education Director will be a teacher trained in special education needs and as such will help structure the special education program at MSA. The SPEDD will be hired by the Executive Director.

SPEDD Responsibilities:

- Educate and in some cases mentor other teachers and staff with respect to the needs of children with intellectual, emotional and physical needs. Assist in the creation and outfitting of school facilities for students with disabilities.
- Coordinate the development and implementation of individualized education programs (IEP's).
- Coordinate any specific needs of each child such as doctor or other professional visits or treatment.
- Develop individualized specific plans as needed to handle crises or other special needs.
- Develop working relationships with parents or guardians around best care practices.
- Attend local education agency (LEA) meetings and stay up to date with any new or changing laws as they apply to special education needs.
- Monitor progress of students so that individualized plans can be kept up to date and appropriate.
- Monitor and record compliance with federal and state regulations. Coordinate and lead the school's state and federal audits of special education reporting and data.
- Direct the fiscal needs of the special education department with the Business Manager to ensure the program is cost effective and within budget. Ensure that the necessary factors are present for students with IEP's to receive IDEA Part B funds.

SPEDD Qualifications:

- Minimum of a Bachelor's degree in Special Education and experience working with special education students in the classroom.
- Working experience overseeing the IEP process as well as knowledge of state and federal guidelines that regulate special education including IDEA, ADA, and Section 504.
- Possess adequate leadership and people skills to work with all teachers and staff to promote the needs of the special education children as well as coordinating the care of the children as related to community professionals and specialists.
- Commitment to the mission and vision of MSA and also commitment to learn more about the world-wide Camphill Waldorf movement for the education of the

developmentally disabled. Preference given to those with Waldorf Education Curative work.

**Learning Specialists:** Learning Specialists are teachers who work under the supervision of the SPEDD in order to further the education of the special needs students. Learning Specialists will be hired by the Executive Director.

- Learning Specialists Responsibilities:
- Work with individual students to provide special needs as defined in the IEP's.
- Be knowledgeable about working with the various special needs, especially mathematics and reading which often need extra effort.
- Supervise paraprofessionals who will be assisting in the classroom.
- Help coordinate other therapies as required.

Learning Specialists Qualifications:

- Minimum of a Bachelor's degree with experience working with special education students.
- Have a working knowledge of state and federal guidelines that regulate special education including IDEA, ADA, and Section 504.

**Specialty Teachers:** Specialty teachers form an important part of the Waldorf educational experience. These teachers will cover subjects including Music, Dance and Eurythmy, Language, Handwork, Gardening, Speech and Drama and Physical Education. These teachers will also serve the special education students at the school. Specialty Teachers will need to have an appropriate license as required by the USBE 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 (see below). As with other teachers, preference will be given to hiring specialty teachers with prior Waldorf experience and certification. Hiring will be by the Executive Director.

**Paraprofessionals:** Paraprofessionals will assist classroom teachers in K through grade 3 as well as assist special education students. They will work closely with classroom teachers and also focus more time on students needing extra attention and instruction. Paraprofessionals will work under the supervision of a teacher or other licensed or certified professional. MSA 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. Paraprofessionals will be hired by the Executive Director.

Paraprofessional Qualifications:

- Need to have completed a secondary school diploma or recognized equivalent.
- Satisfy state requirements to assist students in core courses under ESEA.
- Be able to demonstrate skill and knowledge in working with students in a school setting and also be committed to the mission, vision and pedagogy of MSA.

### **Other Staff**

**Assessment Coordinator:** The Assessment Coordinator will assist in the administration of various assessments as required by the state and will be expected to attend trainings provided by the USBE. The Assessment Coordinator will be hired by the Executive Director.

Assessment Coordinator Responsibilities:

- Work with the Assistant Director and Classroom Teachers to train teachers on the use of appropriate assessments and the interpretation of results as they relate to the goals and teaching at MSA.
- Coordinate the use of formative and summative assessments.
- Help coordinate assessment data including interpretation and submission.

Assessment Coordinator Qualifications:

- Hold an advanced degree in a relevant field such as Education and have experience working with teachers around the use of assessment tools.
- Be familiar with the various assessments and the instructive use of the data generated as well as being comfortable relaying that data to teachers and also the reporting of such data.
- Understand the concept of and have a working knowledge of the use and administration of formative and summative assessments.
- Be comfortable with mentoring teachers and paraprofessionals in the use of assessments.

**Executive Assistant:** The Executive Assistant will work with the Executive Director to help coordinate many of the everyday responsibilities. Oversee student enrollment and schedules, handling of various communications, coordinating schedules, agendas and logistics for the different Council meetings, handling student enrollment and schedules, and submission of reports. It will also include other administrative needs that the Executive Director allocates. Ideally this person will have a working knowledge of various revenue streams available to charter schools and experience in grant-writing, fundraising and allocation of funds.

**Receptionists:** Receptionists will answer phones, provide secretarial assistance as needed, help track attendance, and assist students and teachers in their needs. Receptionists should be organized and also capable of forming a personal bond with staff, students and parents. They should have a general understanding of the vision of MSA and be able to carry the essence of that into their personal interactions.

**Librarian:** The Librarian's duties will include maintaining a library with both printed and electronic information. This person will work closely with classroom teachers to make sure materials that are needed for classroom use are ordered and supplied. There will also be a need to maintain relevant educational information which can be accessed by staff. The Specialist should have a working knowledge of and be able to assist in the application of technical expertise when needed.

**Maintenance Supervisor/Gardener:** The Maintenance Supervisor/Gardener will help maintain the working order of buildings as well as maintaining the grounds. Constructive play is an important part of Waldorf education as are gardens and garden spaces. The Gardener position will include assisting in the care of the play spaces as well as various gardens that classroom teachers may have for their classes. Gardening will also be taught to the students and the teacher will work with classroom teachers to align outside projects with classroom instruction. The gardener should have a working knowledge of permaculture and biodynamic gardening. The gardener will also work in fundraising efforts in selling produce from the garden when applicable.

**STAFFING REQUIREMENTS YEAR 1**

**Projected Staff Positions:** The projected enrollment for MSA will be 392 the first year including 56 kindergarteners (3 classrooms), and 28 dual track in each grade, Grades 1-6.

<b>POSITION</b>	<b>Quantity Needed</b>	<b>Full (F) or Part-time (P)</b>	<b>POSITION</b>	<b>Quantity Needed</b>	<b>Full (F) or Part-time (P)</b>
Executive Director	1	F	Custodians	2	P
Assistant Director	1	F	Assessment Coordinator	1	P
Receptionists	2	P	Classroom Teachers K-6	13	F
Business Manager	1	F	Kindergarten Teacher	1	P
Librarian	1	P	SPEDD Director	1	F
IT Specialist	1	P (Out-sourced)	Learning Specialist	2	P
Executive Assistant	1	F	Specialty Teachers (1 Gardening, 1 Movement 1 Choral)	3	P
Community Outreach & Development Coordinator	1	P	Specialty Teachers (Language, Handwork, Eurythmy)	3	F
Maintenance/Custodial Supervisor	1	F	Paraprofessionals (Grades-K-1;4 Special Education; 4 Handwork; 2)	10	P
On Call Substitute	4	P			

Teachers					
----------	--	--	--	--	--

**Hiring Procedure and Policy:** In order to hire a fully competent teaching and support staff there will need to be recruitment activity which incorporates a variety of means. Waldorf education uses a somewhat specialized approach to education and there is a learning curve for new teachers unfamiliar with, but interested in Waldorf education. There are also a number of Specialty Teachers typically not found in other schools. For this reason and as discussed above there will be efforts to recruit teachers already familiar with Waldorf education and ideally having already taught in a Waldorf school or on track to attaining a teaching certificate in Waldorf education.

**Recruitment Strategies:** Recruitment activities will include advertising positions and utilizing community outreach and networking by the following:

- Posting at Waldorf educational institutions such as Rudolf Steiner College, Sunbridge Institute, Antioch University, Waldorf Institute of Southern California and Waldorf Teacher Education Eugene. Out-of-state Waldorf Charter schools. There will be an effort to contact and stay in regular communication with student advisors or Employment Specialists at these schools in order to attract prospective teachers.
- Job listings will be posted with Waldorf Today and also with the Alliance for Public Waldorf Education. These sites have a large audience of potential Waldorf trained or interested teachers.
- School Social media site and website as well as other social media of local Waldorf interest such as Utah Waldorf.
- Outreach to close universities such as BYU and UVU graduates. Exposure to this population will come from establishing a presence at job markets as well as direct mailings to potential teachers with phone follow up.
- Informational meetings held at area colleges and universities as well as in the community to educate prospective teachers and parents about Waldorf education.
- Teachers-teachers.com-a large majority of teachers all over the US search this database of job opportunities
- Posting on job boards, libraries, or local community events.
- MSA will also seek out other venues as recommended by USBE.

It should be noted that MSA is an Equal Opportunity Employer and will abide by the Americans with Disabilities Act (ADA). MSA will not discriminate in any employment practices with respect to qualified individuals with disabilities or with respect to race, color, gender, creed, sexual orientation, national origin, religion or ancestry.

**Hiring Process:** It is the Executive Director’s responsibility to hire well qualified applicants. The need for filling positions when the school first opens will be much greater than when positions open due to a vacancy after the school is operational. In both situations the interested applicant will need to submit the necessary paperwork specifying education and work history as well as providing references and a statement as to why they would like to teach in a Waldorf Charter School. Applicants will also be given access to MSA’s charter to review prior to any interview and they should be familiar with MSA’s mission and vision. If they are not Waldorf trained the interested applicant should have at least some degree of knowledge of Waldorf education. This can be obtained by reading *Understanding Waldorf*

*Education* by Jack Petrash and *The Art of Teaching* by Marjorie Spock. The Executive Director will then screen the applicants to find those who are felt to best represent the needs of the school. These screened individuals will then have the information on their application confirmed including verification of licensure, and references will be contacted before any requests for interviews are issued. Applicants will be kept up to date with respect to their application process. Applicants who pass the initial screening process will be invited for an interview, which will include time for them to tour the school and ask questions. Applicants will then be interviewed by the Executive Director as well as ultimately members from the Faculty Council. The interview process may also include a teaching demonstration especially if a second round of interviews is felt necessary. Once all the information is gathered and each of those staff members involved in the hiring process has had a chance to give their opinion, it will be up to the Executive Director to make the final hiring decision. Prior to that decision there will be a criminal background check.

Once the decision is made to hire an individual a written contract will be extended to the candidate and welcome letter from the school will be issued. It will be a natural consequence of the hiring practice that the backgrounds and experience of all new teachers will be quite different. There will be various trainings offered to new employees in the summer prior to the beginning of school. It is during this period of time that new hires will have an opportunity to meet returning employees as well as parents and to better orient themselves to the culture of the school. There will also be a chance to establish mentoring relationships with veteran teachers as well as with the Assistant Director and Assessment Coordinator. Teachers will also be invited to attend a professional development course in Waldorf Education of 1-2 weeks long to better prepare for their teaching experience. Ongoing professional development and training in Waldorf Education will occur for teachers and staff with occasional trained Waldorf mentors coming in for additional training.

All offers of employment will be contingent on reference checks, background checks, and the completion of new hire paperwork. The employee will follow information from the Employee Handbook and all employment agreements. The employee will complete 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. All documents will be filed and held for at least one year after an employee's termination.

### **TEACHER IMPROVEMENT**

It is the belief of MSA that all teachers are capable of and expected to improve the quality of their teaching as they engage in continued education, mentorship and gain additional teaching experience. It is also a goal that teachers will find enjoyment and satisfaction while working at MSA and that their passion for teaching children will be reflected in their individual classrooms. To that end, MSA will encourage Professional Development, which can include many different trainings. High on the list would be participation in the Waldorf teacher certification program. Other possibilities include workshops on various subjects of interest, attending the 1-2 week professional Waldorf trainings, visiting or volunteering at a Camphill for the SPEDD, and involvement with various "in-house" trainings including visits from Waldorf Education Mentors/Professionals. It is hopeful that once the school becomes

operational and financially stable that a fund of \$300 per year per teacher can be offered to promote trainings. It is desirable that there be a high level of respect with reference to each faculty member and their respective talents and it is the desire of MSA that there will be an opportunity for everyone to share their talents to improve the quality of everyone's experience at MSA. It is expected that this will include active faculty participation at trainings or presentations.

**Teacher Evaluation:** There will also be informal as well as formal evaluations of teachers. For example, there will be observations of classroom teaching and discussion of the observations made by the Assistant Director and Executive Director. These drop-in visits may be spontaneous or requested by a teacher especially if there is a perceived problem in the class. It is expected that the informal as well as the more structured, formal visits will give the Executive Director a good picture of a teacher's abilities.

Follow up interviews will highlight areas of excellence and areas of needed improvement. It is hopeful that teachers will take any criticism as constructive in nature and that it will form the basis of a plan for self improvement with goals and plans. It will also be during the second formal meeting that contract renewal and compensation will be discussed. If a faculty member has a grievance over an assessment then the teacher is asked to talk with the person who completed the evaluation. If it still cannot be worked out to the satisfaction of the teacher then the matter will be taken to the Executive Director for evaluation.

#### **6a. Required Employment Policies**

**Background Check & Process:** MSA will comply with the criminal background check requirements described in Section 53G-5-408.

MSA will ensure that all staff including administrators, teachers, paraprofessionals, aides, substitute teachers, office staff, parent volunteers and community members who will spend time with students receive a criminal background check as set forth in Utah Code 53A-1a-512.5. Teachers that have had their license suspended or revoked by the USBE will not be hired.

The process for Background checks include:

- Required background checks before hire for teachers and staff or before involvement of children by parent volunteers and community members.
- Background checks will be maintained in appropriate files.
- Background checks are renewed every 3 years.

**Policy on Employment of Relatives Within the Charter School:** MSA will comply with the statutes as outlined in 53G-5-407 and 53G-5-409. MSA's policy is to avoid conflicts in the hiring of direct relatives since nepotism can be a dangerous policy for the school. The process to ensure this takes place includes:

During interviews for school employment candidates will be asked to ensure that no family relationships shall be present between them and lines of authority in the school. This means that relatives of employees or board members may not be hired, promoted or otherwise placed in positions where any direct supervision of relatives will occur.

**Employee Evaluations & Process:** MSA will adhere to the statute guidelines in 53G-5-302(f)(2). Per statute all employees will be evaluated. It is the goal of MSA to retain quality employees and have a minimum of turnover. All employees at MSA are considered at-will and as such may be terminated at any time with or without cause. Employees are held to a high professional standard especially when in the presence of children and parents. The process for employee evaluations include the following: the Executive Director will evaluate the performance and professionalism of teachers and staff and determine if it is in the best interest of the school, the students, and the overall mission and vision of the school to discipline or terminate an employee at any given time.

**SECTION 7: BUSINESS & OPERATIONS PLAN**

## **SECTION 7: BUSINESS & OPERATIONS PLAN**

### **7A. Budget**

This section describes how we intend to plan and manage MSA's infrastructure and finances. Included are the school's revenue projections; projected cost structure; facility requirements/development plans; and pre-opening plans.

**Cash Flow Analysis & Budget Sheets:** A cash flow analysis for the preoperational year and first two years of operation may be found in the attached budget sheets. These have been prepared by Charter Solutions, a business service provider.

#### **Key Financial Assumptions:**

- A revolving loan of \$300,000
- Enrollment as outlined in the application
- Staffing levels as outlined in the application
- Employee benefits at competitive rates totally 25% of total compensation (less for part-time employees).
- Administrative staff hired through contracts in startup year
- Business and technology services through contracts
- Minor property services like snow removal provided through contracts
- All other services provided by employees, as outlined in the application
- Classroom supplies and curriculum at a combined \$293 per student
- Most furniture purchased in startup year, with additional furniture in first operational year
- Liability and property insurance to cover potential loss
- Facility lease payments calculated at land cost of \$1 million and construction costs at \$150 per square foot
- Grant funds and uses as outlined in the application

#### **Explanation And Discussion Of Key Budget Assumptions which Align and Support Implementation of MSA's Educational Program and Other Key Elements:**

Our mission to follow the Waldorf approach to learning commits us to develop close/enduring relationships between students/families/teachers/staff, and experiential learning programs. Budget priorities and decision making are aligned to our mission. This requires prioritizing additional specialty teaching resources, focused recruitment and extra training for Waldorf skills, coordinated/abundant interaction with parents, community outreach/building, and flexible facilities that connect well with outdoor spaces and educational areas.

We have budgeted for extra specialty staffing, and are focused on retention through good benefits, and the opportunity to become part of a larger more collaborative instructional staff.

The staff will receive support and training from administration, mentors, and others in their fields of expertise. Administration staff will be hired by contract during pre-operational year

and allow expenses that would have been spent on insurance and benefits to be used instead in purchasing needed supplies for school start-up.

From preliminary research it was decided it is in our financial best interest to hire out for business services and technology as there are many needed skills in these fields and we will be tasked with many other requirements during school start-up and opening.

**Revenue and Expense Projections:**

**Planning Year 2019-20**

<b>Total Revenue:</b>	<b>\$424,900</b>
<b>Total Expenses:</b>	<b>\$332,500</b>
<b>Total Reserves:</b>	<b>\$92,400</b>

Enrollment: No Students during Planning Year

Revenue: MSA anticipates obtaining a revolving loan of \$300,000, and a State Startup Grant of \$124,900 to fund start up FF&E, supplies, educational materials, and planning year staffing. The loan has a delayed start with repayment over four years. Repayment will begin in the fall of 2021 and is an expenditure of approximately \$60,000/year.

Expenditures:

**300: Purchased Professional and Technical Services:**

MSA will contract with a part time Executive Director (\$45,000) to conduct and oversee the pre-opening tasks, including but not limited to the development of business systems and policies, preparation of curriculum and teaching resources, and building readiness. A part-time administrative assistant will also be hired to assist in pre-opening. (\$15,000) Plus additional contracted Technical services (\$197,500). For a total of \$257,500

**600: Supplies and Materials:**

MSA has budgeted \$75,000 for instructional supplies to assure the needed educational materials are ready for the start of the first operational year. This includes library books, classroom and administrative furniture, staff computers.

**Operation Year One 2020-21**

<b>Total Revenue:</b>	<b>\$2,894,236</b>
<b>Total Expenses:</b>	<b>\$2,760,781</b>
<b>Total Reserves:</b>	<b>\$133,455</b>
<b>Reserve Balance:</b>	<b>5%</b>

Enrollment: MSA will open in August, 2020, with an enrollment of 392 students. With 56 students at each grade level, K-6. MSA will offer three kindergarten classes, and two classes each for grades 1 through 6 with 28 students each class.

Revenue: The revenue shown is from the calculations given in the Budget Template. While

MSA plans to conduct ongoing fund raising activities, none of those funds are included in our projections.

Expenditures:

100: Salaries and 200 Benefits:

MSA has two groups of employees. Full time Salaried and part time hourly employees. Salaried employees will be paid over 52 weeks and are eligible for benefits. Part time hourly employees will be paid for time rendered during the school year with two weeks of prep and close down time for a total estimated 40 weeks. Part time employees do not receive benefits.

Full time salaried staff earns a median income of \$40,000 with a generous retirement match and employer contributions to health/dental/life insurance, plus other benefit programs at employees' election. Total benefits are budgeted at 25% of overall salaries, with allowance that part-time employees will not receive retirement or medical benefits. Part time hourly staff earns \$10-12/hour.

The 200 benefit calculations in the Budget Template (except for Social Security/FICA/Unemployment/Workers Comp which applies to and is calculated for all wages) have been applied only to Full Time Salaried employee wages.

Total Salaries: \$1,208,415

Total Benefits: \$292,240

There are 22 FTE of Instructional Staff.

300: Purchased Professional and Technical Services:

MSA has allocated \$180,000 for professional and technical services needed to support instruction, administration, and operation and maintenance of facilities.

400: Purchased Property Services:

The facility related costs include water/garbage and sewage, lawn and snow removal at \$10,000. Lease for property and facility at \$535,500 for a total of \$545,500.

500: Other Purchased Services:

MSA has budgeted approximately \$42,000 for other services. This includes: \$53,550 for property insurance, \$7,056 for liability insurance, \$7,500 for communications, (Internet, phone, cable), and \$2,000 for travel/per diem.

600: Supplies:

MSA has allocated \$271,800 for supplies. This includes: \$11,760 for instructional supplies, \$78,400 for textbooks, \$3920 for library books, \$9800 administrative supplies, \$10,976 for supplies for operation and maintenance of facilities, \$23,542 for food services supplies, \$133,403 for food supplies.

700: Property:

MSA has allocated \$149,680 for property. This includes: \$15,680 for instructional supplies, \$10,000 administrative property, \$5000 property for operation and maintenance of facilities, \$5000 property for food service, \$47,040 for furniture & fixtures/instruction, \$10,000 furniture & fixtures/administration, \$47,040 for technology equipment/instruction, \$10,000 technology equipment/administration.

800; Other Objects:

MSA has allocated \$57,234 for principal and interest on the revolving loan.

Fund Balance:

Our Fund Balance is \$133,435.

Percentage of Funding Contributed to Reserve Balance: 5%.

**Operational Year One: Break Even Enrollment**

Definition: The minimum enrollment necessary to successfully carry out MSA's Charter

Total Revenue:	\$1,730,298
Total Expenses:	\$1,634,861
Total Reserves:	\$95,438
% Contributed to Reserve	6%

Enrollment: To effectively carry out a full and successful fulfillment of MSA's Charter would require a minimum enrollment of 224 students configured as follows: two tracks of K-6 with 56 total Kindergarten students with a total of 18 students in each kindergarten class. Grades 1-6 have a total of 168 students single track and 28 students in each class grades 1 through 6.

**MSA's Break Even Financial Assumptions, Enrollment Count and Explanation How This Number Was Obtained**

- Full kindergarten and one section of other grades
- Reduction in teaching staff commensurate with enrollment
- Reduce specialty teachers by half
- Reduce librarian hours
- Eliminate paraprofessional positions; fill with parent volunteers
- Reduction of retirement benefit
- Rental concessions from landlord to reduce occupancy costs to begin in November
- Supply and equipment budgets reduced commensurate with enrollment

**MSA's Contingency Plans For Cash Flow Challenges, Budget Shortfall, Lower Than Expected Student Enrollment, or Other Financial Challenges in The Early Years Of Operation**

MSA is prepared to make adjustments and contingency plans in the case of unforeseen financial challenges. As low enrollment is the primary risk, MSA will offer early enrollment

with the first lottery occurring in January 2020, in order to assess student enrollment before hiring permanent staff. If enrollment is low, we will reduce staff hiring, combine grades (e.g., 5/6 ), will reduce salary and benefits of the administrative staff, and will use parent volunteers for classroom aids. In addition, MSA could reduce the number and time spent by specialty teachers.

If we need to make financial adjustments, we plan to negotiate with the developer for an option to reduce or delay the lease payment. In addition, MSA may reduce acquisition of FF&E, supplies, instructional materials and/or associated services. And/or renegotiate the facility lease-back agreement to include FF&E to reduce cost in planning year. Moving it to the Fund Balance carried forward. The reserve fund/fund balance will be followed monthly as a key metric in monitoring MSA's financial health.

**Limits on Appropriations:** The MSA Charter Council and administration will decide each year on the priorities for the school. These priorities will direct the use of public resources. Allocations in the budget will not be made for any fund in excess of the estimated revenues for the budget year.

**Policy on Making Appropriations In Excess of Estimated Expendable Revenue:** MSA takes very seriously its responsibility to wisely manage public funds. Therefore, no budgets may be approved which show a budget deficit.

**Reserve Fund:** MSA Charter Council 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 Charter Council 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 Charter Council meeting.

## **7B: SCHOOL FINANCES**

Financial decision making will include facilities, maintenance and operations, staffing and benefits, materials, technology, and purchased services. The Charter Council will delegate administering the budget to MSA's Executive Director who will have a business manager and other staff resources to help plan and execute the business plan. As yearly budgets and plans are developed, MSA will collaboratively engage the entire staff and community stakeholders,

seeking a mutual commitment to the fulfilling our mission and vision. The Charter Council will have final approval.

**Reserve Funds:** Our budget reflects the required percentage of reserve funds at the end of the fiscal year.

**People, Systems, And Procedures:** MSA will put people and procedures in place in order to safely and accurately manage school finances. Below is a description of the procedures and includes a description of the responsibilities assumed by the Charter Council, Executive Director, Business Manager, and other staff.

### **Charter Council Authority**

The Charter Council is responsible for the financial oversight and management of the school in accordance with state and federal laws. MSA's financial information will be gathered and reported consistently across all fiscal periods. The Charter Council 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 Charter Council 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 will be performed in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Controller General of the United States, 2003 Revision (GAS) and, 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 Charter Council provides financial security for a school through oversight of the budget and financial operations. MSA's finance committee, which is made up of the Business Manager, the Executive Director, and selected Council Members, will work together to prepare monthly and annual budgets. The budgets will use the USBE 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 Charter Council 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 Charter Council 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 Charter Council.

***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, MSA members will receive current and ongoing 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.

MSA 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 MSA staff receives the latest and most accurate information available concerning technical requirements specific to school finance.

Furthermore, MSA 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.

MSA realizes much goes into running a school the first few years and wants to insure its success to handle many demands. Consequently, MSA is planning on contracting out with an ESP to handle financial and human resource management. MSA has identified Red Apple, Academica West, and Charter Solutions as possible candidates.

**Grants and Federal Programs:** Fundraising in general will be overseen by the Executive Director. All grant funds will be made out to the school and accounted for and distributed by the business manager. Inventory accounting and appropriate retention and disposal policies will be implemented to assist in accounting for items purchased with federal or restricted

funds in accordance with rules appropriate to such funds. Grants or federal programs the charter receives will be administered according to established guidelines.

### **Generally Accepted Accounting Principles**

MSA's fiscal procedures will include practices that are consistent with generally accepted accounting principles. This includes, but is not limited to, consistency, relevance, reliability and comparability. MSA'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 MSA. All financial information will be reliable and verifiable by an independent party. This means that MSA's financial statements will present a clear picture of what is happening with the school at any point in time. MSA 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, MSA 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.

### **Insurance and Bonding:**

The school maintains minimum levels of coverage, as deemed appropriate by the Charter Council, 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 Manager, 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 Charter Council.

***Financial Reporting:*** Each month the Business Manager will reconcile the accounting books. A budget-to-actual report will then be provided to each member of the Charter Council as well as the school administration. Financial statements will be provided as required to the chartering entity. MSA 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**

- USBE—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 MSA Charter Council in open meeting, as constituted by UCA § 53A-19, and reported to USBE.

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

**Business Manager**

MSA will hire a Business Manager in the planning year to fulfill requirements consistent with U.C.A. 53A-3-302. The Business Manager'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 MSA compliance to all relevant regulations, guidelines, and best practices
- Being custodian of all school funds after deposit in the school's account
- Attending all necessary (USBE) 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 Charter Council 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

Additional preparations with MSA include:

- Preparing and submitting to the Charter Council 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
- Performing other duties as the Executive Director may require.

### **Charter Council Financial Coordinator Role**

- Countersigning with the President of the Charter Council 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 Charter Council 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 Charter Council 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
- Overseeing human resource and benefits components of MSA hiring & budget process
- Performing other duties as the Executive Director may require

### **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. 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

The administrative assistant will have training and capacity to put processes in place for tracking enrollment and attendance, eligibility for free and reduced priced lunch, SWD, and ELs enrollment.

**Student Tracking:** MSA will follow all applicable state and federal laws regarding the identification and tracking of student enrollment information. Once a student has been admitted, parents will be expected to complete an enrollment questionnaire. This document will ask parents for information we are required to have, such as names, phone numbers, emergency contacts, and addresses. It will also include requests for any prior school enrollment histories, health information, and any prior diagnosis. This information will be reviewed annually by the school teacher. The teacher will determine whether a student should be enrolled as a student with disability or an ELL enrollment. The teacher will enter this information in the school's student information system software. The teacher will also verify this information and the appropriateness of any classification during student/parent conferences.

When a student on an IEP or 504 plan transfers to IEA from another school, the special education department will conduct a review of the records within thirty days (or sooner as required by law), then do one of the following:

- If the student has transferred from within the state, the team will adopt the previously held IEP, or develop, adopt, and implement a new IEP that is consistent with Federal regulations and USBE SER rules.
- If the student has transferred from out of state, the IEP team will conduct an evaluation, if determined to be necessary by the LEA; and develops a new IEP, if appropriate, that is consistent with Federal and State law.

All transferring students will receive services similar to those required in the existing IEP until the review has been completed and the previous IEP adopted or a new one is adopted and implemented. All student information will be entered into our school's student information system. This database will have the necessary security controls to ensure privacy and proper access and compliance with Federal Education Right to Privacy Act (FERPA) regulations.

All FERPA laws will be followed at MSA. The confidentiality of personally identifiable information at collection, storage, disclosure, transfer, and destruction stages will be protected and handled in a timely manner.

The Executive Director has responsibility for ensuring this confidentiality, in conjunction with the special education teacher. All persons collecting or accessing student information are required to receive instruction regarding policies and proper procedures for safeguarding information. A current list of staff with access to records is posted for public inspection, and records are kept in a locked filing cabinet in the Executive Director's office. A record is kept in each file documenting persons who have reviewed the file, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. Additionally, parents must be given access to records when requested unless IEA has been advised the parent does not have legal access to due guardianship, separation, or divorce situations.

**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:

- An emergency exists
- The expenditure is reasonably necessary to meet the emergency
- The expenditure is used to meet the emergency

Mountain Sunrise Academy 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.

***Fiscal Procedures:*** MSA is committed to ensuring sound fiscal procedures. As part of this commitment, MSA 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.

***USBE School Finance Training:*** The MSA Charter Council understands that it is fiscally responsible for all school assets and appropriate use of state and federal funds. MSA assures that the Business Manager will attend all necessary USBE School Finance trainings prior to working with MSA, and that the Business Manager 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 MSA Charter Council, preferably the Treasurer or Board Chair, will attend the USBE school finance training and all other required finance trainings prior to the first day of school.

**Federal Program Funding:** MSA will follow all fiscal and federal policies and procedures regarding any federal programming i.e. Title I, Title VII, according to Administrative Rule R277 and Rule R277 113. LEA Fiscal Policies and Accountability given by State of Utah.

## **7C: FACILITY**

### **Facility Design**

We are planning for a specifically designed facility that connects well to our school mission and vision and lends itself to outdoor educational areas. The Waldorf model uses a lot of hands on, experiential learning. Flexible and adaptable classrooms and outdoor areas will facilitate this approach. We will seek creative design professionals and use other Waldorf school ideas/models to guide the design of our facilities. The design is important to be open and flexible, extending into outdoor environments. Ideally, we'd like to have our school built next to a park to provide additional outdoor space for classes and for school gatherings, festivals, or plays where the community is welcome to attend.

### **Facility To Meet The Needs Of Students And Reflect School's Mission And Vision**

The facility will meet the needs of the students by having adequate classroom space, space for our specialty areas, areas for contained classroom, and adequate space for school assemblies and school gatherings. There will be a designated space for a biodynamic garden as we follow

our school mission.

Lazure painting is a unique painting process found in Waldorf Schools and will be performed in at least part of the classroom walls in the school. It is hopeful that the community will seek to be engaged in this process and begin to be invested in the school with this community building activity. The walls of the school will be decorated with positive sayings, geometric art, other fine art, and examples of student's work.

Cooking is an essential part of the Waldorf Curriculum, especially in 3rd grade as students learn practical skills such as measuring to aid them in studying fractions in 4th grade. Due to this need, the facility should house 1-2 kitchenettes. This can also serve as a break-room for staff members during lunch.

As art-integration is a daily activity, all K-8 classrooms will have a sink.

Large windows and natural lighting as much as possible will be part of the design of the building.

The building is meant to have a home-like feel to it and will have a fireplace like a few other whole child education charter models have in Utah.

We also want to ensure we have adequate parking at our facility and that carflow can function smoothly during drop-off and pick-up times.

The early grades have a focus on movement and ideally the classrooms grades K-3 will contain, "moveable classrooms." This pertains to the desks and chairs of students. *"The greatest strength of the moveable classroom is that it encourages in young students' qualities that traditional classrooms suppress: movement, expression, and flexibility.* The building blocks of a moveable classroom are comfortable cushions and multipurpose benches, tall and wide enough to be used as tables or benches and light enough to be arranged and rearranged according to the lesson. One of the most exciting features is that the benches become balance beams when flipped over. The possibilities are endless, especially when you think of the powerful imaginations of the minds that can move them around possess" (Waldorf Today, 2018)

The facility will have an outdoor classroom near the garden area. Class seats can be made out of tree trunks with the idea of using nature as much as possible. We hope that we will eventually be able to build a strawbale structure that is constructed by the community and students so children can learn about sustainable building practices as well as build connection with one another through this process. Gardening is an essential part of Waldorf Curriculum. Ideally, there will also be an outdoor oven as there is a focus on cooking and measuring and children can learn science while learning to build it out of natural and other materials as needed.

**Disability Access:** MSA assures that our facility will be accessible to students with physical disabilities.

**Location:** We plan to locate in North Utah County, ideally in our target area of western Lehi, Saratoga Springs, or Eagle Mountain. If cost for land becomes an obstacle, we may need to look elsewhere in North Utah County, but our plans are to locate in our target area of the tri-city. We will start to research potential design partners immediately and develop initial design specs by Feb 2019.

**Process & Timeline:** Upon approval we will reach out to our realtor who is familiar with our target area. We will also reach out to new housing developments who are looking for a school within walking distance of their community. Our realtor will give us several options that include cost, size, and location. Ideally, there will be a location near a park. The timeline for this will start soon after approval. In February after approval we will meet with our realtor and start the process of finding land. In March a Facility committee will be formed to help with the deliverables with that project. More information on the facility timeline is listed on the pre-operational timeline.

### **Facility Plan and Debt Repayment**

Remodeling an existing building can become cost-prohibitive. In addition, our target area is primarily new land developments and would not have an open facility to house our school. We have decided to plan and build a new building. An initial purchase of the facility is not feasible, therefore we will pursue a lease back arrangement. After Charter approval, we will select a design build vendor with help of the design firm and put out a leaseback RFP. We will start construction in the late summer/fall of 2019 with a contracted completion deadline in the summer of 2020. We have discussed terms with two developers active in Charter School development and have researched what other recent schools have done. We plan to buyout the lease in year 3 or 4 with favorable bonding based on marketable cash flows and reserves.

### **Facility Assumptions**

- MSA is planning on a new facility with approx 33,000 square feet (82 sq ft/student - Ascent Academy in Lehi is 73 sq ft/student)
- Estimated cost of \$150/sq ft (total cost of \$5million).
- Land Purchase of \$1 million
- Estimated lease payout of \$50,000/month after school open
- Liability and property insurance to cover potential loss

### **7D. PRE-OPENING PLAN**

The following is a guide of expected Pre-operational activities. The Charter Council will meet to modify and adjust as needed.

#### **Key**

CC-Charter Council

ED-Executive Director

ESP-External Service Provider

All-All the individuals/groups above

<b>MOUNTAIN SUNRISE ACADEMY PRE-OPENING PLAN</b>		
<b>2019</b>	<b>ITEM</b>	<b>LEAD</b>
<b>February</b>	Contact Realtor about land availability in target area	CC
<b>February</b>	Notify Social Media of approval-Begin Marketing on FB/other venues	Interim Executive Director/CC
<b>March</b>	Attend Professional Development by Mentor	CC
<b>March</b>	Start following open meetings law, post agendas, submit budgets, attendance log, receive training if necessary	ESP
<b>March</b>	Submit all board minutes from charter approval forward. Send to charter section	ESP
<b>March</b>	Decide on hiring of Executive Director (pro bono work until contract can begin)	CC
<b>March</b>	Identification of Council Members into areas of expertise, recruit and oversee committees, facility, marketing, volunteers, etc.	ED/CC
<b>April</b>	Open Bank Account - \$100 deposit	ESP
<b>April</b>	Submit ACH form to the state, Apply for Vendor/LEA School #	ESP
<b>April</b>	Criminal background checks completed for all current board members (within 90 days after charter is approved, new board members; at least 14 days prior to be being appointed)	ESP
<b>May-Oct.</b>	Identify land for facility, Find financing (lease, developer, bond, USDA, bank) Find construction manager - USBE approval, Building Design/Improvements	All
<b>May</b>	Apply for IRS Entity number (FEIN) - SS4	ESP
<b>May</b>	Submit Public Charity 501c3 app to the IRS – 1023	ESP
<b>May</b>	<i>Obtain Startup Funds</i> Apply for State Startup Grant Board Apply for State CS Revolving Loan	All
<b>June</b>	GBOT - Complete board online modules (one per month)	CC

<b>June</b>	Form Finance Committee Board Begin working on and voting on board policies, create manual Board Create Startup & First Yr Budget	All
<b>June</b>	Continue Marketing - Parent Meetings, Student List Development, Founding Members List	CC/ED
<b>July</b>	Turn in Monthly Financial and Enrollment reports to Charter Section	ESP
<b>July 15</b>	Request AFR password, Fill out submit AFR Budget	ESP
<b>July</b>	Setup Accounting System; Setup File Cabinet & Record Keeping	ESP
<b>July-Aug,</b>	Contract with Director	CC
<b>July</b>	Contract for webpage development; make enrollment application	CC
<b>Sept.</b>	Apply for Utah sales tax exemption	ESP
<b>Oct.</b>	Request SIS database be setup Request CACTUS database be setup	ESP
<b>Nov.</b>	Hold Community Lantern Walk	Outreach/ Committee
<b>All Year</b>	Attend mandatory trainings	All
<b>2020</b>		
<b>Feb.</b>	Hold Lottery, identify founding members (preferential 5% max), follow-up process each month forward	CC/ED
<b>Feb.</b>	Create Accounting Manual	Finance Committee
<b>Feb.</b>	Develop Administrative Report Calendar - Charter Section requirement	ESP
<b>March</b>	Develop School Calendar - first year, include 180 days, 990 instructional hours, testing schedule	CC/ED
<b>March</b>	Organizational Chart and suggested salary schedule	ESP
<b>March</b>	Daily Schedule - instruction, prep, bells	CC/ED
<b>March-May</b>	Hire Assistant Director, Special Ed Dir., and Teachers	ED

<b>March-Aug</b>	School actively notifying community (district - monthly enrollment reports)	CC
<b>April</b>	School website contains all required info (R277-482)	CC
<b>April</b>	Choose an IT provider	CC
<b>April-July</b>	School Professional Development: 1-2 week Waldorf Pedagogy Training, Conference, other	CC/ED
<b>April-July</b>	Develop using state template - Special Education plan	Sp. Ed Dir.
<b>April-July</b>	Intake process that identifies students w/disabilities	Sp. Ed. Teacher
<b>April</b>	Procedure to notify district of students that withdraw during the school year	CC
<b>April</b>	Board treasurer - attend spring finance training	Treasurer
<b>April</b>	School Land Trusts Training	CC/ED
<b>May</b>	Select Auditor - board vote	ESP
<b>May</b>	Submit charter school board building officer to charter section at June visit	ESP
<b>May</b>	Order Furniture and Equipment	Procurement
<b>May</b>	Create Asset inventory process; May Create Employee Benefits Handbook; Create Teacher Budget	ESP
<b>May</b>	Apply for Risk Management Coverage - Liability, Employee Dishonesty bond, Property if own building	ESP
<b>May</b>	Decide on Health Insurance Agent	Finance Committee
<b>May</b>	Decide on 401k Financial Advisor	Finance Committee
<b>May</b>	Teacher Recruiting Event & Community Information Meetings on Waldorf Education	Outreach Committee
<b>May</b>	May Day Festival for community/Fundraising Opportunity	All
<b>May</b>	Order Curriculum; Order Technology	Procurement
<b>May</b>	Finish Curriculum Guides-Check Waldorf Education Best	ED

	Practices/Utah Core Standards	
<b>June</b>	Hire Head Secretary and Receptionist	ED
<b>June</b>	Head Secretary attends all SIS & UTREx trainings	Secretary
<b>June</b>	SIS work: enter school calendar, classes, staff, students, decide on attendance, etc	Secretary
<b>June</b>	Ex. Dir. & SpEd Director attends SpEd Law Conf & 504 training	Sp. Ed Dir./ED
<b>June</b>	Create 3 year forecast, w/cashflow	ESP
<b>June</b>	School Safety and Emergency Response Plan	CC/ED
<b>June</b>	Prepare Student Handbook	ED
<b>June</b>	Plan/system for measuring student performance, including baseline data; Procedure for administering medications; Procedure to document student immunizations; Procedure to screen & document hearing, vision, and posture	CC/ED
<b>July</b>	Discipline policy distributed to parents and prominently displayed in building	ED
<b>July</b>	Have all full-time staff fill out Health questionnaire	ESP
<b>July</b>	All staff are entered into CACTUS, ARL and authorizations have been discussed	ESP/ED
<b>July</b>	Secretary & Receptionist receive training and follow GRAMA and FERPA records keeping laws	Secretary
<b>July</b>	Setup Direct Deposit ACH through Bank; Setup E-Verify; Setup EFTPS; Setup SUTA; Setup State Income tax withholding account; Setup Worker's Compensation coverage	ESP
<b>July</b>	Process for administering CBT	ED
<b>July</b>	All School Inspections Complete	CC/ED
<b>August</b>	Teachers Classrooms Ready	Teachers
<b>August</b>	Teacher Meet and Greet School Potluck/Picnic	All
<b>August</b>	Hold benefits meeting, have staff fill out all new hire paperwork	ESP
<b>August</b>	Sign up all full-time salaried staff for: Health Ins or HRA,	ESP

	dental, life, 401k, and any other benefits; Apply for DUNS # and CAGE #	
<b>August</b>	Turn in policies to charter section	CC
<b>August</b>	Background checks on all classified staff	Secretary/ES P
<b>August</b>	Mountain Sunrise Academy Opens/Ribbon Cutting/Rose Ceremony	All

**7E. Closure Plan**

MSA’s board will review its compliance with and progress toward state-defined minimum standards and board-determined targets in the school’s charter. The school’s executive director is responsible to review all metrics. The director will also propose an action plan to address any targets that the school has not met or has regressed in performance. MSA’s charter council will notify its authorizer of its action plans if progress under those plans are not adequate after each year of its implementation. In the event of closure, whether by the revocation of the school’s charter or a planned cessation of operations, MSA will ensure that adequate human, financial, and planning resources are in place for a smooth transition and legal compliance with Utah Code 53A-1a-510.5 and in a way that protects students, employees, debt holders, and taxpayers.

Once the closure process is initiated, the school’s interests will shift from providing education and protecting the school’s interests to protecting the state’s and chartering entity’s interests, as well as the obvious interests of students and families.

MSA will work with the State Charter School Board on identifying a potential new or expanding applicant who can assume ownership of school assets and liabilities, including the school’s facility and existing lease or bond payments, sell school equipment or assets at market value, with proceeds either paying down existing debt, compensating for additional school closure services, or going back to the state as outlined in statute. All asset disposal or sales will be consistent with existing agreements and obligations.

MSA will ensure that building security is maintained throughout the closure process to protect assets and the facility, transfer all other assets to the state, the owner under law of all school

assets in the event of closure, work with state charter school board on identifying a new or expanding charter school that can benefit from existing facility, equipment, and agreements, pay down any liabilities first with proceeds from any asset sale or cash on hand.

MSA will also initiate bankruptcy proceedings, if appropriate, inform bondholders and State Treasurer's office, if applicable, of closure as required in bond covenants or in state law, assist current employees with job placement services, ensure that benefits programs continue consistent with COBRA, assist employees with transfer of retirement assets into personal accounts or rollover into other retirement programs, and provide letters of recommendation for employees.

MSA's closure plan and procedures is 22 pages and is detailed in appendix H.

## **SECTION 8: CONTRACTS**

## **SECTION 8: CONTRACTS**

Does the board intend to have a contractual relationship with an ESP?

X  Yes, we intend to contract with an ESP.

Mountain Sunrise Academy intends to engage an EPS to provide business services.

### **Performance Expectations Consistent with the School's Accountability Requirements**

It is MSA's objective to start the first academic year with a seasoned financial team that understands Utah legislation regarding charter schools, accounting, bookkeeping, compliance, and financial management, while maintaining fiscal responsibility and sound fiduciary practices. To this end, IEA plans to investigate contracting with an experienced ESP. In selecting a firm, the school will follow state law for procurement as outlined in 63G-6a. Based on the anticipated cost of services, the school board will issue a public request for proposals, giving adequate time and review as required by law. Ultimately, a firm will be selected that presents the best value to the school and to taxpayers based on the elements of the RFP.

### **Reasons for Contract with the Provider and How It Aligns with MSA's Mission & Vision**

Looking at the charter school landscape in 2020, Mountain Sunrise sees the need to be compliant with financial operations immediately upon receipt of startup grant and loan funds. It is unlikely that the school would be able to find an individual with sufficient expertise in public school financial management at an affordable salary. Analysis of school district business administration staff indicate that typical compensation for such expertise is near \$200,000 in salary and benefits for mid-level positions, and higher than that for executive-level employees. An ESP can provide services for about half that cost, allowing Mountain Sunrise to take advantage of the economies of scale of a larger school district at a more affordable price. Keeping our school a financial success helps us focus and bring about the mission and vision of our school.

### **Evidence of Business Success in Serving Student Populations Similar to MSA's Target Population**

MSA has identified three potential business service professionals which include Charter Solutions, Red Apple, and Academia West. These businesses have been in operation for many years and bring highly sought after experience and expertise. They have experienced success in aiding Charter Schools in Utah as evidenced by their long standing relationships with the schools they service. Their websites list the charter schools they have each worked with and many successful charter schools are listed in our target population.

### **How Governing Board Will Hold Contractor Accountable For Meeting Expectations**

Board oversight of the ESP will be primarily focused on the completion of the service elements outlined above, satisfaction of employees and administration of the level of service, compliance with state law and audit requirements as shown by an independent external auditor, and the timely and complete submittal of required reports.

**Description of Services Aligned with Good Governance and Administrative Practices**

The school will seek the following services as part of its request:

- General Financial Management
- General HR Management
- Daily accounting and bookkeeping
- Payroll
- Benefits administration
- Financial reporting
- Audit support
- Facility management support
- Budgeting
- Compliance reporting
- Policy development
- Board Training
- Employee on-boarding
- Other business services

**Delineation of Roles and Responsibilities Between the Governing Board, Management, and Contractor**

The relationship between the ESP and the Board will be consistent with state law and will retain all decision-making and authority at the board level. The ESP will report directly to the board, and the board will ensure that any contract or agreement for services includes the ability to cancel if the board determines that continuation of services is not in the school's interest. The ESP will not provide service related to the curricular or instructional management of the educational program or the assessment of students.

The board will adopt financial policies, consistent with state law, that will place proper internal controls over the ESP and all financial operations of the school. These controls include:

- Multiple steps for approval, purchase, and payment of transactions
- The ESP will not be an approved signer on any school bank account
- Individuals who prepare payments, in whatever form, will not have authority to approve expenditures
- The board audit committee will select the school's auditor and perform internal audits of financial records to ensure compliance with school policy and state law

Board oversight of the ESP will be primarily focused on the completion of the service elements outlined above, satisfaction of employees and administration of the level of service, compliance with state law and audit requirements as shown by an independent external auditor, and the timely and complete submittal of required reports.

**Plan For MSA In The Case Where The Contract Terminates**

In the event MSA's contract with the business provider terminates, it will seek a new contract with another provider or hire an internal business manager.

**APPENDIX A: BACKGROUND INFORMATION SHEETS**



**BACKGROUND INFORMATION SHEET**

Name: Dr. Tim W. McGaughy

Role with application: Charter Council President

Expertise: Psychiatry, Medical Director, Teacher

Board Certified Psychiatrist with 27 years of post-graduate experience working in the mental health field in a wide variety of situations, both clinical as well as administrative. I am currently Medical Director for Wasatch Mental Health in Provo, UT. Prior to medicine I obtained a Ph.D. in Chemistry and worked in that field for several years before entering first a Naturopathic Medical School and subsequently an Allopathic Medical School. I have also taught at the high school level as well as the college level.

I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*

I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

Statement of Intent:

When our children were quite young my wife and I began exploring various educational systems. The system of education begun by Rudolf Steiner many years ago attracted our attention to such an extent that we moved 1600 miles to have our children attend a Waldorf school in western Massachusetts. That was probably the most important move of our lives. Our children thrived in the Great Barrington Rudolf Steiner School and it has had a very positive effect on their lives long after leaving the school. The method of learning employs a very natural and balanced approach to education and integrates left and right brain functioning through art, music, languages, hand crafts, dance as well as science, math, history, etc. Children in the school loved coming to school each day, behavior problems were minimal and our own children have a love for learning that has lasted to this day. We were involved in the beginning phase of the Wasatch Charter School in Salt Lake and we are now very excited to help start another charter school in Utah County with a Waldorf influence. Mountain Sunrise Academy will have a positive influence ultimately on the lives of thousands of children and their families, and I cannot think of a worthier project.

Not-for-Profit History:

Several of the organizations I have worked for over the years have been private nonprofit organizations with an emphasis on mental health. This has included administrative roles writing policy as well as the more clinical aspects. It has also included serving as an Associate Board Member for a nonprofit psychiatric facility. As mentioned above I was involved with the Wasatch Charter School and that included writing part of their charter. I look very forward to working with other members of the Charter Council to help establish Mountain Sunrise Academy.

Employment History: After college I taught high school chemistry for a year prior to entering graduate school in Chemistry. During my Ph.D. experience part of that time included teaching college level Math and Chemistry. After graduating I had a postdoctoral position in chemical research for several years. I then went into a Naturopathic Medical School where I also taught Biochemistry part of that time before leaving there and entering an Allopathic Medical School. Following medical school and a residency in psychiatry my employment has been a combination of work in community mental health, psychiatric hospitals and residential centers. As noted above, this has included not only the clinical aspects of medicine, but also administrative roles such as helping to write policy and supervise other physicians and prescribers. The majority of my work has been with organizations which were private nonprofit. Education has been a large part of my life and as such I am very excited to help create a school which will help start that process at the youngest age.

Education History:

High School: Baltimore, Ohio 1964

College: College of William & Mary, Williamsburg, VA

1968 Ph.D.: Tufts University, Medford, MA 1974

Pacific College of Naturopathic Medicine, Monte Rio, CA 1979-80 (Left prior to graduation)

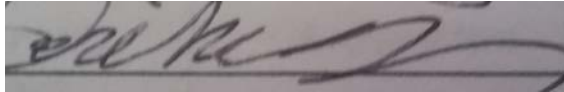
M.D.: University of Oklahoma Medical School, Oklahoma City, OK

1985 Psychiatric Residency: Griffin Memorial Hospital, Norman, OK  
1989

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

**WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.**

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

A rectangular box containing a handwritten signature in dark ink on a light background. The signature is cursive and appears to be "Mike J".

Applicant's Signature

---

## BACKGROUND INFORMATION SHEET

Name: Christon C. Allen

Role with application: Charter Council Vice-President

Expertise: Establishing Waldorf based schools, Waldorf School Board Experience, Business, Finance

I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*

I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

### Statement of Intent:

I will serve as Vice-President for Mountain Sunrise Academy. I have been involved with Waldorf Education for close to 25 years. This involvement began with the founding of Arizona Council for Waldorf Education that is an organization that fosters the development of Waldorf inspired schools in Arizona. We currently have seven operating schools in Arizona. One of these, Desert Marigold School (DMS) is a K-12 charter school, which will celebrate its twenty-first birthday this coming year. I have served as a board member for DMS, which is located in the Phoenix, Arizona area where I maintain a residence. Both my wife and daughter are experienced Waldorf teachers whom I have encouraged for a number of years.

I have maintained a business office in Utah in the past and for the last several years have been involved in meetings and presentations involving Waldorf Education, primarily in Utah County where I have presented "Why Waldorf Works" at a well attended lecture. I have also assisted with education conferences where I have made introductions for Waldorf/charter school professionals from other geographical areas.

It has been a dream of mine for many years to see Waldorf Education, particularly the charter school version, made available to our children. I believe very strongly in the curriculum and principles represented by Waldorf. I believe the MSA group to have the abilities and motivation and resources to make Waldorf work in Utah.

### Not-for-Profit History:

I have made a special study of non-profit funding programs for K-12 schools. I have consulted Arizona based Waldorf charter schools on an individual school basis and for many years as a founder and member of ACWE (Arizona Council for Waldorf Education), which has assisted with the development of currently, seven schools. ACWE has been in existence for almost 25 years and we have two schools which were established 20 years ago. One of these, on which I have served as a school board member, is a K-12 Waldorf inspired charter school. I have also spent many years working with my religious organization and also the Boy Scouts of America in a variety of positions.

#### Employment History:

I am currently employed as Vice President of Gains Corporation, which is the managing member of Gains Venture Group, LLC. We have funded a number of companies seeking to become publicly traded. The principles of this group have been involved together for many years in non-profit activities, specifically for members of the Hilton (hotel) family, one of which is my associate in Gains. Two of the other Gains associates were Phoenix, “Philanthropist” of the year. I have owned and operated a consulting firm, C.C. Allen and Associates, an Arizona proprietorship, for 25 years. We have helped scores of companies in becoming publicly traded and also in developing capitalization programs. I have a cum laude Bachelor of Science Business degree from Arizona State University, and also wrote a syndicated column “Franchise Facts” which appeared in small newspapers for a number of years.

#### Education History:

I attended schools; elementary through College in Arizona. I began my college training in 1969 at Mesa Community College where I completed two years before entering the U.S. Navy in early 1972. During my years in the service, I had special training in Oceanography and associated subjects and was able to work on the implementation of the Magnetic Anomaly Detection System initially developed by Gulf Oil. This was part of my work as an anti-submarine warfare operator. I was a helicopter crewman (duties including search and rescue) and was in charge of Aircrew Training for enlisted servicemen until my honorable discharge in 1975. I re-entered college in 1976 subsequently attending Arizona State University where I received a Bachelor of Science in Business Administration (cum laude and on the Dean’s list six times). I spent two years in graduate school in English literature, also at A.S.U.

I was a professional lecturer for Discovery Resources, a New York based seminar company for three years, during which my 90 minute seminar was

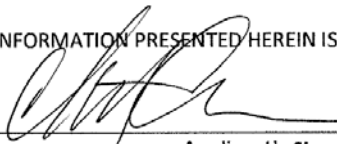
presented in New York, other U.S. cities, and also in Cancun, and Puerto Vallarta, Mexico.

I also served as a L.D.S. Institute teacher in Gilbert, Arizona.

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signature

BACKGROUND INFORMATION SHEET

Name: Christian Swenson

Role with application: Charter Council Secretary

Expertise: Special Education, Philosophy, Comparative Studies, College-level teaching, Autism Advocacy, Rudolf Steiner Scholarship

I graduated from Westminster College in 2015 as the college's Outstanding Philosophy Graduate for that year. I am currently a graduate student at Brigham Young University in Comparative Studies, where I am working on a thesis related to autism. I am in between semesters teaching as a TA for Interdisciplinary Humanities courses. As a successful adult on the autism spectrum, I have helped both those on the spectrum and neurotypical parents/peers understand the significance of autism, its benefits, and strategies to deal with its challenges. My thesis also deals with the works of Rudolf Steiner, the founder of Waldorf Education, and I consider myself moderately well-versed in his extensive writings and recorded lectures.

I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*

I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

Statement of Intent: The system of thought expounded by Rudolf Steiner in his voluminous work, as manifest in Waldorf pedagogy as well as many other places, resonates with me deeply and compels me to help the insight it provides to help as many minds and hearts as possible. I discovered recently that a Waldorf Charter School was trying to get underway in Utah Valley, and of course I asked how I could help in any small way.

Employment History:

Box Office at Hale Center Theater Orem: 2016 - present

TA at Brigham Young University: 2016 - present

Copywriter at Hale Center Theater Orem: 2015 - present

Writing Consultant at Westminster College Writing Center: 2014-2015

Research at Westminster College: 2013, 2014

Usher at Hale Center Theater Orem: 2009-2011

Education History:

Masters (in progress): Comparative Studies at Brigham Young University

Undergraduate: BS in Philosophy at Westminster College (2015)

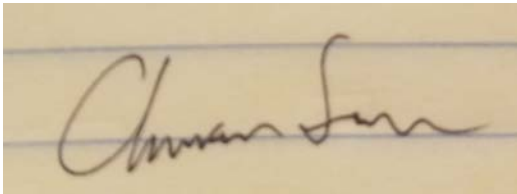
High School: Karl G. Maeser Preparatory Academy (2011)

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature

A photograph of a handwritten signature in cursive script, appearing to read "Chuan Sun", written on a piece of lined paper. The signature is written in dark ink and is positioned above a horizontal line that spans the width of the page.

## BACKGROUND INFORMATION SHEET

Name: Emily Morris

Role with application: Charter Council Treasurer

Expertise: Bank Finance, Waldorf Philosophy and Curriculum Development, Child Educator, Art History. Mother of 3 children,

I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*

I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

### Statement of Intent:

I am acting as the treasurer for the Mountain Sunrise Academy Charter Council. I am good at details and organization. This is a great position for me to learn more about charter schools and the professional business side of education.

I am committed to serving on the Mountain Sunrise Academy Charter Council in order to help create a school that will serve my own and the 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. This education incorporates the whole child through art, science, and nature. As a parent, I am excited to be involved in advancing the quality of education in the state of Utah as detailed in the MSA Charter.

### Not-for-Profit History:

I had the opportunity to work at a non-profit tissue bank in a quality control and customer service position. I would check our inventory and outgoing orders and also communicate with our clients to make sure they were happy with the product. I have an eye for order and organization. This will serve me well as secretary and as we plan other parts of the school such as the library or administrative office.

### Employment History:

My employment history includes many different types of jobs that overall have all focused on customers. I was a bank teller for Zions Bank, which gives me a small background in finances and dealing with people and their money. I have taught swim lessons to children and adults. I have worked as a professional snowboard instructor. In

many of those situations I had to be calm and supportive with people who were nervous to try something that was scary. I also had to be familiar with the different ways people learn. Waldorf Education focuses on the many different ways children learn and recognizes that there is not one correct way for them to learn. Just as I had to adapt my lessons on the snow and in the water for the individual, I can help introduce people to Waldorf Education and help children feel comfortable at the school. I have spent much of my adult life as the mother of three children. I am totally invested in their well being and know a Waldorf Education will serve them well. I manage our home and finances and keep the home a safe place for my children. This is by far the best job I have had.

Education History:

Brigham Young University; B.A. Art History. 1998- 2003

Art History is not just about how to paint, draw and sculpt; it is about what the creator is trying to express to the world about their time and culture. Art History is about researching and drawing conclusions and then expressing those conclusions in a persuasive manner. I can draw on these skills to help the council make good decisions for the charter and for the parents looking to send their children to a Waldorf Charter School.

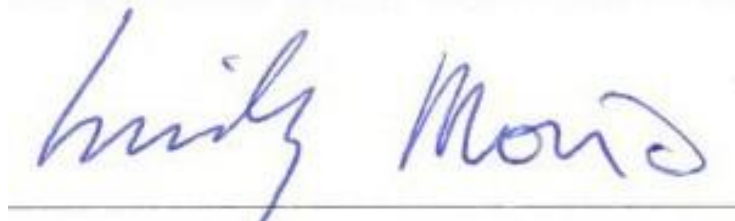
Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

**WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.**

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature

---

A handwritten signature in blue ink, reading "Emily Mow", is written on a horizontal line. The signature is cursive and fluid.

## **BACKGROUND INFORMATION SHEET**

Name: Alyssa Sorenson

Role with application: Charter Council Member

Expertise: Market Research, Community Outreach, Fine arts, Digital and Analog Photography, Print Marketing, Attachment and Holistic Parenting, Visual, Verbal, and Written Communication, Working with Diverse Groups, Business Management

I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*

I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

### Statement of Intent:

I became interested in child psychology and development after the birth of my first son. I was fascinated by attachment theory, holistic living, and in letting kids be kids. I am new to the Waldorf method, but I am not new to knowing what children in my community are up against. I am not new to feeling a passionate urgency to give children the best possible learning opportunities; not only for their benefit, but for the benefit of society as a whole. I attended a traditional public school, kindergarten through 12th grade. My family of origin was neither artistically inclined nor particularly openminded. As such, I have made it a point to value both those things. So while I can advocate for my values, I also deeply understand those who hold a more hesitant point of view, and feel comfortable existing alongside them. As a parent in the area of the proposed MSA charter school, with children attending a local public charter with similar values, I feel that I can provide important insights as this charter school becomes a reality. Nothing would satisfy me more than knowing I helped facilitate this learning experience for someone else, and it is my intention to convince others of the tangible, proven benefits of Rudolf Steiner's educational philosophy.

#### Not-for-Profit History:

Most of my charity work has related directly towards my passion for creative expression and the wellbeing of children. I have volunteered as a photographer for My Story Matters, a charity organization that collaborates with families and children struggling under unique circumstances to help tell their stories and develop their sense of self. As a photographer I have also covered charity fundraising events for Zion's Children of Haiti, an organization working to provide educational opportunities for children in Haiti who otherwise would not be able to afford an education. I have contributed to several art shows in Utah and nationwide. In 2011 I exhibited a collection of photographs celebrating local art, through a documentary series based on a local playhouse, titled *Valley Center Playhouse*. In 2015 I contributed to *Native American Initiative: Hidden Voices*, a traveling photography exhibit that sought to amplify Native voices. I had the opportunity to travel to various reservations throughout the Intermountain West to help bring awareness to the needs of and issues facing local Native American tribes. In 2017, I began a project titled *The Other Mormons*, which explored diverse personal experiences with the LDS religion to help everyone feel less alone, through environmental portraiture and in-depth interviews. It is my intention to continue to use my privilege and small platform to help give a voice to the voiceless, and advocate for those on the margins of society.

#### Employment History:

Running my own photography business has been the most meaningful employment I've experienced. I've worked as a bank teller, a cashier, a salesperson, and an office administrator, but I knew when I started college that I wanted a career that would allow me to be very involved in the raising of my own children, while still pursuing my passions. Photography has allowed me to do just that. Not only do I get to be home with my sons the majority of the time, but I also have had the privilege of collaborating closely with a diverse clientele, both in Utah and around the country. Sometimes my projects are straightforward and surface-level, like corporate headshots, events, and product photography, all of which require sound business skills, decision making, and attention to detail. But I am most passionate about taking on more meaningful and emotional work, such as birth stories, wedding days, and personal documentary projects, which require an open heart and mind. I regularly use my professional social media accounts to start conversations about emotional health and well being, especially for the benefit of children. I am well-versed in helping my subjects feel comfortable in front of my camera, and am able to bring out the best in them while telling authentic and compelling visual stories. Photography is an artform that has enabled me to become an effective and empathetic communicator in difficult, personal, and stressful situations through real world experience.

#### Education History

##### High School:

Timpanogos High, Orem, UT 2008

Areas of emphasis include: DECA President, fashion merchandising, fine arts, psychology, business, and politics

College:

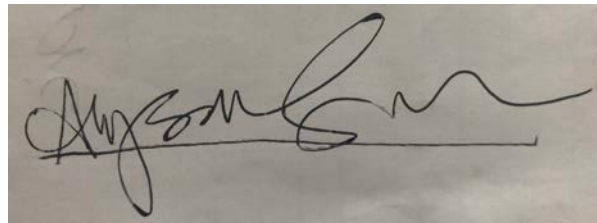
Utah Valley University, Orem UT 2014. Associate of Applied Science, Art and Visual Communications, Photography emphasis

Utah Valley University, Orem UT 2016. Bachelor of Fine Arts, Art and Visual Communications, Photography emphasis, Cum Laude

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

A photograph of a handwritten signature in black ink on a light-colored background. The signature is cursive and appears to read "Angela".

---

Applicant's Signature

## BACKGROUND INFORMATION SHEET

Name: Hulda Rebecca Stone

Role with application: Charter Council Member

Expertise: International Waldorf Parent, Special Needs, Literature, Journaling, Penmanship, Music (Singing), Homeschool Teacher, Rural Living and Life Skills (Farming, Animal Husbandry, Gardening, Foraging, Sewing, Knitting, Brick Oven Baking, Wood Stove Cooking, Butter & Cheesemaking).

I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*

I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

### Statement of Intent:

As a high school and later university student, I became acquainted with diverse authors such as John Holt and others promulgating home or “un”schooling. These ideologies remained latent until I chose, after university studies, to purchase a remote farm, originally built in 1545. The activities intrinsic to not only living in the countryside, but running a farm on the national historical registry were rare opportunities for my nine children. Some core curriculum requirements of the local public school district could not be neglected, but the genuine learning came from Mother Nature’s tutelage. I was so pleased to find a Waldorf school in Sweden for my daughter that taught not only lessons rich in science and nature studies that were taught through experiential learning, but found that the Waldorf pedagogy also enlivened the core curriculum to be meaningful and applicable and kept my child’s love of learning. A Waldorf school on the wooded outskirts provided her (and me) with a meaningful place to land and learn. It is my ardent pleasure to help make Waldorf Education available to children here within the walls of Mountain Sunrise Academy.

I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*

I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

Employment History:

Grocery and Department Store Retail, Bookseller, Antique Seller, Library and Archive Assistant, Homeschool Teacher, Farm Owner/Manager (Produce, Meat and Dairy-Creamery), Baker, Seamstress, Tourist Guide.

Education History:

Currently completing final course for B.A. from BYU  
English Literature, amplified with substantial coursework in Journalism, Art History, French, Scandinavian Studies (Literature and History), Museum and Library Science, Paleography, and Greek Classics

Provo High; Emphasis on Drama and French

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature

---

## BACKGROUND INFORMATION SHEET

Name: David James Fawson

Role with application: Charter Council Member

Expertise: Student Services, Curriculum creation, Educator, Program Facilitation

Select the statements that are applicable and (if applicable) proceed as directed:

I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*

I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

Statement of Intent: My name is David Fawson and the intent of this document is to inform you of my interest in serving as a Charter Council Member for Mountain Sunrise Academy term 2017-2019. I understand the commitment of serving on the Council, attending and participating in a monthly meetings, and participating and attending various functions throughout the year. I would be a valuable Council member because of my experience in education and business, as an entrepreneur, creator, educator, mentor, program facilitator, motivator, public speaker, and community liaison.

Not-for-Profit History and Employment History:

Mountain Sunrise Academy will be the fourth charter school I have been involved in. I began my teaching career at Paradigm High School where I accepted the role of teacher, mentor, and coach. There, I was responsible for developing core curriculum, advising in student matters, and creating lesson plans. Additionally, I would meet with students individually to help students plan and execute their educational goals.

After teaching at Paradigm for approximately three years, I subsequently accepted a position at Ascend Academy, a private school. At the time of my employment, Ascend was in the beginning stages of becoming a reputable charter school. Again, I acted in the role of mentor and educator teaching life skills classes, history, English, and a life mission class. I was asked to create and compose the educational pillars of the school which became a primary focal point for the school's foundation. During my time at Ascend, I organized and executed several large scale projects which included connecting students with members within their community. I was also responsible for helping to recruit professionals within the community to help facilitate one of the first student theatrical presentations.

Finally, while being employed at Ascend, I was asked to speak at a conference directed towards helping families make the transition from homeschool to college.

In 2014, I began collaborating with a friend on creating and establishing a school called Quest Leadership Project, a leadership/entrepreneur school. We were approached by AISU and offered a position as independent contractors to come into AISU and teach the curriculum we had created. For the last two years, I have worked with students at AISU teaching the entrepreneurial leadership course and acting as the community liaison for AISU. This year, I was given the task of developing the Ambassador Leadership Program, which is an outreach program which encourages and coaches students to become acquainted and mentored by local community leaders, creates service projects for students by partnering with various clubs and organizations throughout the community. It also teaches fundamental leadership skills to the students.

In 2015, I developed Odyssey of Hope and began serving in the role of a life coach and resource coordinator. After some encouragement from several of my clients, I created Odyssey of Hope Lecture Series, which helps one focus on finding one's life mission, discovering a deeper sense of purpose and meaning in life. I have had the opportunity to present, lecture, and speak all over Salt Lake County, and in response to the series, I was asked to present at a conference in California.

I have thoroughly enjoyed each of these opportunities and the experience that they have given me. It is my hope, that my experience as an educator, mentor, program facilitator and community liaison will be an asset to MSA.

Education History: Herbert Spencer said, "The great aim of education is not knowledge, but action." Throughout my life, I have been given the opportunity to obtain education that not only provided me with knowledge, but also the ability to act. I attended a small high school in the heart of Grantsville City. It was during my high school years, that I had the opportunity to serve as student body president. It was then; I learned how to interact with students while in a leadership position.

After graduating High School in 1995, I briefly attended Utah State University enrolling in general education classes. I took a brief hiatus from my higher education to serve a mission for my church in Concepcion, Chile from 1996-1998. Upon returning from Chile, I attended Southern Virginia University, where I majored in Social Sciences. In 2002, I graduated with a respectable GPA and returned to Salt Lake City to partner in the family business.

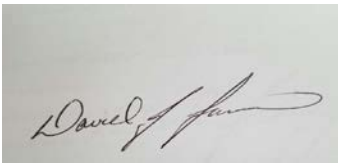
In 2007, I began my Graduate Studies at George Wythe University in Cedar City, Utah with an emphasis in economics, Jewish history, and theology. It was then, that I determined, I was passionate about teaching and wanted to help inspire and educate younger generations. Two years later, I completed my studies at George Wythe University and obtained my first teaching position at Paradigm High School in South Jordan. In 2016, while working at AISU, I completed Utah's Alternative Licensure to Teaching and obtained my license to teach within Utah Schools.

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required

by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

A rectangular box containing a handwritten signature in cursive script. The signature appears to read "David J. [unclear]".

---

Applicant Signature

---

### BACKGROUND INFORMATION SHEET

Name: Emily Ashby

Role with application: Charter Council Member

Expertise: Social Media, Marketing, Charter School Start-up

I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*

I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

#### Statement of Intent:

My role on the MSA Charter Council is to assist the Council by increasing knowledge and awareness of the Waldorf/Steiner pedagogy and the MSA Charter School. I will help the MSA community grow by using social media and other forms of marketing.

#### Not-for-Profit History:

My experience in the Not-for-Profit sector includes working closely with Ignite Academy during their planning and implemental phase in 2016. I was also the Parent Committee Chair of the Utah Swords Academy.

#### Employment History:

Utah Microenterprise Loan Fund - Training Coordinator	May 2017- Present
CEO Camera Coats	September 2011- Present
LDS Business College Adjunct Faculty	September 2013- Present
Salt Lake County Program Coordinator	August 2000- October 2014

#### Education History:

Westminster College MA	Graduation: 2018
BYU BA Recreation Management and Youth Leadership	Graduation Date: April 2000
Westminster College Master's of Community Leadership	Graduation Date: May 2018

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required

by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

A handwritten signature in black ink, appearing to be 'C. M. ...', written over a horizontal line.

Applicant's Signature

---

## BACKGROUND INFORMATION SHEET

Name: Krystelle Rose

Role with application: Interim Executive Director

Expertise: Waldorf Education, Business, Information Technology, Music, Marketing

I intend to become an employee of the school. *Krystelle has been voted by the MSA Charter Council to be the Interim Executive Director and is intending to apply for the School Director position.*

I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

### Statement of Intent:

Krystelle is committed to serving Mountain Sunrise Academy to bring a Waldorf Charter School to the children and community in North Utah County and enroll her own child. She has been involved in Waldorf Education for 15 years and has visited 12 other Waldorf Schools across the U.S. both public and private. She has seen the elements of Waldorf Education integrated into the schools as well as experienced each school's unique culture. She is especially drawn to the multicultural aspect of Waldorf Education as she loves different perspectives and ways of living experienced in other cultures. Krystelle has travelled to 15 foreign countries and travelled to most of the states in the U.S. Waldorf Education is a passion of hers as it speaks to her values of providing an education that is developmentally driven, holistic, and derived from wise and purposeful principles. She has seen Waldorf Education in action and experienced how children can't wait to attend school every day as they have kept their genuine love of learning. She has seen teachers that gave up teaching in mainstream schools due to "teacher burnout" become enlivened and interested in the curriculum and children as well as acquire interest in self-development when becoming Waldorf teachers. She has observed community and social renewal in places where there are Waldorf Schools. As an educator and parent, this form of education is what she desires to make available to all children in all countries, and specifically to the area where she has lived for most of her life. This educational modality inspired her to return to school after 20 years to acquire a Master's degree in Waldorf Education.

Krystelle is dedicated to furthering the work that Rudolf Steiner, the founder of Waldorf Education, brought forward to the world. This form of education is high in quality, is

developmentally appropriate, and was gifted by Dr. Steiner out of love and concern for humanity. Recent studies by Stanford University have demonstrated the important successes and results from those involved in Waldorf Education. Krystelle desires to be involved in advancing this high quality of education in North Utah County as detailed in the MSA Charter. She brings her personal and professional experience in education, her background in business, and most importantly her love of meaningful, whole child education for children.

**Not-for-Profit History:**

15 years Waldorf Education experience, Founder of Utah Waldorf in 2011, Events/Social Media Director for Waldorf group over 525 people, Initiated Wasatch Charter School and served as one of three directors for 1 ½ years, founder and teacher of Treeside Charter School, founder of Mountain Sunrise Academy, Waldorf School start-up experience, 5 years Waldorf teaching experience at Abella Cottage School, 6 years Utah Waldorf Conference Director with participants from 8 states, published writer on Waldorf Education, presenter about Waldorf Education to graduate classes at BYU, 2016 Family Education Expo at Weber State University, 2015 Winter Homeschool Conference, and Utah Waldorf Conferences, Director of May Fair Fundraiser in 2016, Director and planner of many community Waldorf Festivals. Krystelle recently joined the Advisory Board for Utah Charter Advocates.

Krystelle worked for United States Energy Association, (USEA) a non-profit organization in Washington D.C that has functions domestically and internationally. USEA is an association of public and private energy-related organizations, corporations, and government agencies and is the U.S. Member Committee of the World Energy Council (WEC). During her employment, Krystelle helped plan and assist at a World Energy Conference held in Houston, TX with many thousands of worldwide participants. She personally escorted, Yuri Scherbek, the ambassador of Ukraine, to the conference and aided other participants to conference events including a public speech by President George Bush. Other job duties included setting up job training exchanges primarily with Eastern block countries. Krystelle was trained and certified as an EMT for Fairfax County in VA and served as a volunteer. She also participated as a Council member for Provo/Orem Chamber of Commerce Women's Division. She was a handwork teacher for Abella Cottage School as well as George Mueller Academy, has experience in the fine arts as she was a "core" singer in the Millennial Choir for 4 years which performs bi-annually at Abravanel Hall, plays multiple instruments, and composes her own piano music. Krystelle served a church mission for 1 ½ years in Poland. In sixth grade at Edgemont Elementary in Utah, Krystelle was selected by the school as the recipient of "Hope of America," an award given to one boy and girl in the whole school. Krystelle is currently enrolled in the Arts-Integration Endorsement, a two year course.

**Employment History:**

Krystelle began her own business start-up with 2 other individuals in Hawaii for a web development company 20 years ago called Dytek. She currently runs her own music studio

business which has been in operation for eight years. Experience in operations and a background in financial management were acquired when she worked at the Corporate offices of Bank of America in San Francisco, CA. Working in the Operations department, she compiled reports and conducted data analysis on all Bank of America banks in Northern California working with multi-million dollar accounting practices in each city bank. Bank managers reported bank and vault classified information directly to her containing “big data” financial information after which she compiled reports and conducted data analysis. She also designed an internal website for her team. During her time there she took part in a company wide optional service opportunity in which she volunteered and taught at an elementary school in San Francisco. During her time there she also completed the Toastmasters International Competent Communicator Program.

Krystelle worked at Novell in two different administrative positions. The first was as an administrative assistant for the Information Technology department. The second was an administrative assistant position for Human Resources. She earned her A+ certification. Krystelle also worked as an administrative assistant at Miller Wade Company, a benefits company. While there she obtained her licenses in Health, Life, and Disability as well as Property & Casualty.

Other employment experiences include working at Washburn Motors in the Sales Department; Guest Relations in the Corporate Office for Holiday Inn Worldwide; Lakecrest Care Center, a group home for adults with disabilities and special needs; Instructor for Orem City; youth counselor for Heritage Halls at BYU. All these roles have given her experience of attending to the many tasks associated with business, education, and charter start-up.

### **Education History:**

Masters Business Administration MBA, Concentration: Information Technology  
Western Governors University; 2017

Masters in Education MA, Concentration: Waldorf Education  
Rudolf Steiner College; 2016  
Waldorf Teaching Certificate, Rudolf Steiner College; 2016

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

BYU-Hawaii-1994  
BYU Israel-Jerusalem Center-1992  
Study Abroad Egypt-1992  
Study Abroad Jordan-1992

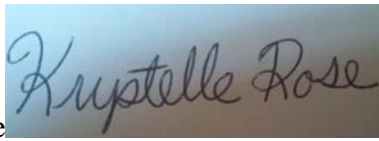
Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required

by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature

A rectangular box containing a handwritten signature in blue ink that reads "Kruptelle Rose".

**APPENDIX B: ARTICLES OF INCORPORATION**

Date: 06/13/2016  
Receipt Number: 6462892  
Amount Paid: \$30.00

ARTICLES OF INCORPORATION  
OF  
**Mountain Sunrise Academy, Inc.**

RECEIVED  
JUN 13 2016

Utah Div. of Corp. & Comm. Code

JUN 13 15 09:10:30

**Article I**

The name of the corporation is **Mountain Sunrise Academy, Inc.**



**Article II**

The duration of the corporation shall be perpetual unless dissolved sooner according to law.

**Article III  
Purpose**

The purpose or purposes of the corporation are Educational.

- (a) To act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah.
- (b) 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.
- (c) To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.
- (d) 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.

The corporation shall further have unlimited power to engage in and do any lawful act concerning any and all lawful business for which corporations may be organized under the Utah Business Corporation Act and any amendments thereto.

**Article IV  
Stock**

The corporation shall not have any class of members or stock.

**Article V  
By-Laws**

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the By-Laws.

**Article VI  
Initial Governing Board**

The number of directors of this Corporation shall be five (5), or more than five, as fixed from time to time by the By-Laws of the Corporation. The number of directors constituting the present Board of Directors of the Corporation is seven, and the names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify are:

Chris Allen  
2425 E. Edgewood Ave.  
Mesa, AZ 85204

Emily Morris  
4513 W. 10600 N  
Highland, UT 84003

Olesya Richards  
3741 Royal Troon Dr.  
Eagle Mountain, UT 84005

Karrl Auffhammer  
3917 Bobolink St  
Salt Lake City, UT 84123

Dr. Clifford Mayes  
BYU  
MCKB 306  
Provo, UT 84602

Krystelle Rose  
1915 North 800 West  
Orem, Utah 84057

Tim McGaughy  
1125 Aspen Ridge Ln  
Provo, UT 84604

**Article VII  
Incorporators and Registrant**

The following person is the initial registered agent for the corporation:

Karrl Auffhammer

The address of the corporation's initial registered office shall be.

3917 Bobolink St, Salt Lake City, UT 84123

Such office may be changed at any time by the Board without amendment of these Articles of Incorporation.

**I hereby acknowledge and accept appointment as corporation registered agent:**

Signature Karel Auffhammer

The name and address of the following incorporator is:

Krystelle Rose  
1915 North 800 West  
Orem, Utah 84057

Signature Krystelle Rose

**Article VIII  
Principal Place of Business**

The principal place of business of this Corporation shall be 3917 Bobolink St. Salt Lake City UT. The business of this Corporation may be conducted in all counties of the State of Utah and in all states of the United States as the Board of Trustees shall determine.

**Article IX  
Distributions**

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.

**Article X  
Dissolutions**

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or shall be distributed to the federal government or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

In Witness Whereof, I Krystelle Rose, have executed these Articles of Incorporation in duplicate this day of May 20, 2016 and say that I am the incorporator and have read the above foregoing articles of incorporation; know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.

I, the undersigned, acting as incorporator under the Utah Revised Business Corporation Act, adopt the following Articles of Incorporation for such Corporation:

**Mountain Sunrise Academy, Inc.**

Signature Krystelle Rose

Date 6-12-2016

Date: 05/20/2016  
Receipt Number: 6470715  
Amount Paid: \$17.00

JUN 20 16 09:40

**Mountain Sunrise Academy, Inc.**  
**Amendment to Articles of Incorporation**

RECEIVED  
JUN 20 2016

Utah Div. of Corp. & Comm. Code



**Article XI**  
**Debt and Financial Obligations**

Neither the charter school authorizer nor the state, including an agency of the state, persons or entities that operate the charter school, are liable for the debts or financial obligations of the charter school.

Signed (Incorporator) Krystelle Rose  
Date 6/18/16

## **APPENDIX C: MSA BOARD BYLAWS**

**BY LAWS**  
**OF**  
**MOUNTAIN SUNRISE ACADEMY**  
**A UTAH NONPROFIT CORPORATION**

**ARTICLE I: NAME AND PURPOSE**

The name of the corporation is Mountain Sunrise Academy (hereinafter “the Corporation”).

Purpose: The purposes of the Corporation shall be to act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah, and to act and operate a public charter school in the manner as determined by the Board of Directors and included here; to engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes; to provide programs, instruction and materials to encourage, support and facilitate student learning and development; to admit students of any race, color, national or ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school.

The corporation shall not discriminate on the basis of race, color, religious affiliation, gender, national or ethnic origin in the administration of its policies, admissions, scholarship or loan programs, employment practices or any other school administered program.

**ARTICLE II: OFFICES**

The corporation may have such offices whether within or without the State of Utah, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

The Corporation shall have and continuously maintain in the State of Utah a registered office, and a registered agent, as required by the Utah Revised Nonprofit Corporation Act. The registered office may be, but need not be, identical with the principal office and the address of the registered office may be change from time to time by the Board of Directors.

**ARTICLE III: BOARD OF DIRECTORS**

**Section A. Powers.**

The Board of Directors hereinafter called the “Charter Council” shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable education law, not-for-profit corporation law, the Corporation’s State School Charter and these Bylaws. The Charter Council is the final decision-making body of the school. The Charter Council may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Charter Council’s

ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Charter Council, but subject to the same limitations, the Charter Council shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. to elect and remove members of the Charter Council;
2. to select and remove officers, committee members, service providers and the executive director of the school; to prescribe powers and duties for them; and to fix their compensation;
3. to conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. to enter into contracts, leases and other agreements which are, in the Charter Council's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. to carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. to act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. to acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. to borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. to lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. to indemnify and maintain insurance on behalf of any the Charter Council members, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Utah Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

#### **Section B. Charter Council Members.**

The number of Charter Council members of the Corporation shall be not fewer than five or more than nine. The Charter Council shall fix the exact number of members, within these limits, by board resolution or amendment of the Bylaws.

1. Additional Members. The Charter Council values and promotes collaboration with faculty, parents, and community. To this end, the Charter Council will also consist of the Parent Council Chair, 1-2 parents of children in the school, and 1-2 community members who are professionals in fields aligned with, and/or supportive of public Waldorf elementary and secondary charter school education.

2. Ad Hoc Members. The School Administrator/Director and Faculty Chair will serve as

ad hoc members. Ad hoc members will not have voting rights.

**Section C. Appointment of Charter Council Members.**

1. Appointment. The Charter Council new members will be elected by majority vote of the Charter Council Members, consistent with the provisions of the Articles of Incorporation and these Bylaws.

2. Term of Office. The initial governing Charter Council members shall be assigned to one-, two-, or three-year terms so that roughly one third of the Charter Council shall be up for reelection in any given year. Following their initial terms, Charter Council members may serve an additional two year term with continuous service not to exceed two consecutive terms. Five years is the maximum amount one Council member may serve consecutively. The foregoing to the contrary notwithstanding, Charter Council members shall serve until their successors have been duly elected and qualified, unless they shall resign, become disqualified, disabled or shall otherwise be removed.

**Section D. Removal of a Charter Council Member.**

Any officer, agent, or Charter Council member may be removed, either with or without cause, by the Charter Council. Any and all officers are employees at will and serve at the will of the Charter Council, committee or officer who appointed such officer unless such officer serves pursuant to a mutually executed written contract.

**Section E. Resignation of a Charter Council Member.**

Any Charter Council member may resign by giving written notice to the Charter Council president or secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Charter Council president or secretary shall not be necessary.

**Section F. Vacancies.**

A vacancy is deemed to occur on the effective date of the resignation of a Charter Council member, upon the declaration of vacancy pursuant to these Bylaws, or upon a member's death. A vacancy is also deemed to exist upon the increase by the Charter Council of the authorized number of Charter Council members.

**Section G. Compensation of Charter Council Members.**

Charter Council members shall serve without compensation. However, the Charter Council may approve reimbursement of actual and necessary expenses while conducting corporation business in accord with the set budget and imposed limits for such activities.

**ARTICLE IV: Utah Open and Public Meetings Act (Utah Code Title 52 Chapter 04)**

Official meetings of the corporation will be regulated by the rules as set forth in the Utah Open and Public Meetings Act. Meetings may be in person or electronic.

**Section A. Annual Charter Council Meetings.**

An annual meeting of the Charter Council shall be held during the month of August.

## **ARTICLE V: ACTION BY THE CHARTER COUNCIL**

**Section A. Quorum.** A majority of the Charter Council members then serving at the time of a meeting shall constitute a quorum for the transaction of any business or of any specified item of business at any meeting of the Charter Council.

**Section B. Manner of Acting.** The act of a majority of the Charter Council present at a meeting at which a quorum is present shall be an act of the Charter Council.

### **Section C. Action by the Charter Council.**

1. **Actions Taken at Charter Council Meetings.** Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Council present at the time of the vote, shall be the act of the Charter Council. If at any meeting of the Charter Council there shall be less than a quorum present, the Charter Council members present may adjourn the meeting until a quorum is obtained.

2. **Charter Council Participation by Other Means.** In all events, a quorum of the Charter Council must be present to lawfully conduct a Charter Council meeting of the Corporation. Charter Council members may participate by means of video-conferencing or by virtue of other electronic means and may be counted toward achieving a quorum provided all directors participating in such meeting are able to hear one another and there is no objection from any Charter Council member.

### **Section D. Committees.**

1. **Committees may be established at any time as deemed necessary by a majority vote of the Charter Council in order to carry out the objectives and purposes of the Corporation. Such committees shall exist for the period required to accomplish their respective objectives, but in no case for longer than specified by the Charter Council when such committees are created unless extended by the Charter Council.**

2. **Standing Committees.** The Charter Council may organize one or more standing committees. The Chair of each standing committee shall be a member of the Charter Council. Not all committee members need to be Council members.

3. **Administrative Committees.** The Charter Council may authorize the School Administrator/Director to establish "administrative committees", both "standing" and "ad hoc" as may be needed to ensure the smooth running of the school.

4. **Resignation and Removal.** Any member of any Committee or Council may resign at any time by giving notice to the chair of the affected Committee or Council. Such resignation need not be accepted to be effective. Further, any member of any Committee or Council may be removed either with or without cause, by the Charter Council.

5. **No committee member shall have or exercise the authority, or any part thereof, of the Charter Council in the management of the Corporation.**

**Section E. Standard of Care.**

1. Performance of Duties. Each Charter Council member shall perform all duties in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Charter Council member, each shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. one or more officers or employees of the Corporation whom a Council member believes to be reliable and competent in the matters presented;

b. legal counsel, public accountants or other persons as to matters that the director believes are within that person's professional or expert competence; or

c. a Charter Council committee on which the Charter Council member does not serve, as to matters within its designated authority, provided the Charter Council member believes the committee merits confidence, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Charter Council shall exercise the standard of care described above in paragraph D.1 and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Charter Council may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Charter Council.

**Section F. Rights of Inspection.**

Every Charter Council member has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

**Section G. Participation in Discussions and Voting.**

Charter Council members have the right to participate in the discussion and vote on all issues before the Charter Council or any Charter Council committee, except that any member shall be excused from the discussion and vote on any matter involving such member relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that director uniquely; or (d) any other matter at the discretion of a majority of the Charter Council present.

**Section H. Duty to Maintain Charter Council Confidences.** Every Charter Council member has a duty to maintain the confidentiality of all Charter Council actions, which are not required by law to be open to the public, including discussions and votes that take place at any executive sessions of the Charter Council. Any director violating this confidence may be removed from the Charter Council.

**ARTICLE VI: OFFICERS.**

The Officers of the Corporation are president, vice president, secretary, and treasurer each

who shall be appointed by the Charter Council. The Charter Council may create such other officer positions as it deems necessary. No officer may hold more than one position at the same time.

**1. Election.** For all positions other than secretary, the officers shall be elected from among the Charter Council at each annual meeting of the Charter Council members and shall serve for one year and until their successors are elected and qualified. The Charter Council may elect an individual to serve as secretary who is not a member of the Charter Council.

**2. Terms.** The president may serve no more than three consecutive one-year terms. Charter Council Officers elected to the other officer positions may serve no more than five consecutive one-year terms. Former officers, after a break in service of one year, may be elected to another term as an officer.

**3. President.** The president shall be the chief executive officer of the Corporation and shall, subject to the control of the Charter Council, have general and active supervision of the affairs, business, officers and employees of the Corporation. The President may sign, execute and acknowledge, in the name of the Corporation, deeds, mortgages, bonds, contracts, or other instruments authorized by the Charter Council, except in cases where the signing and execution thereof shall be expressly delegated by the Charter Council or these Bylaws to some other officer or agent of the Corporation. The President shall, from time to time, in his or her discretion or at the order of the Charter Council, submit to the Charter Council reports of the operations and affairs of the Corporation. The president shall also perform such other duties and have such other powers as may be assigned to him or her from time to time by the Charter Council.

**4. Vice President.** The Charter Council may appoint a Vice President to act in the absence or incapacity of the President and to perform such other duties and responsibilities as may be delegated by the president. The vice president shall have full and equal vote as accorded to all members.

**5. Secretary.** The Secretary shall keep the minutes of the meetings of the Charter Council in one or more books provided for that purpose, see that all notices are duly given in accordance with the provisions of these Bylaws or as required, be custodian of the corporate records and the seal of the Corporation and, in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the Charter Council.

**6. Treasurer.** The Treasurer shall have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for monies due and payable to the Corporation from any source whatsoever, deposit all such monies in the name of the Corporation in such banks, trust companies, or other depositories as shall be selected in accordance with these Bylaws and in general, perform all duties incidental to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Charter Council. The treasurer shall render to the Charter Council statements evidencing the current financial condition of the Corporation.

## **ARTICLE VII: INDEMNIFICATION OF CHARTER COUNCIL MEMBERS,**

## **OFFICERS, ETC.**

**Section A. Authority to Indemnify Charter Council Members; Third Party Actions.** To the extent not inconsistent with Section 16-6a-901 et seq. Of the Utah Code Annotated (1953), the Corporation shall provide indemnification to trustees, directors, officers and others pursuant to this Article VI. The Corporation shall indemnify any Charter Council member, officer, employee or agent of the Corporation, or a person who was or is a party or is threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact he or she is or was an authorized representative of the Corporation (which for the purposes of this Article shall mean a Charter Council member, officer, employee or agent of the Corporation, or a person who is serving at the request of the Corporation as a Charter Council member, officer, employee or agent of the Corporation, person, partnership, joint venture, trust or other enterprise) against judgments, fines, amounts paid in settlement and reasonable expenses (including attorneys' fees) incurred by him or her in connection with such action, suit or proceeding if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to, the best interests of the Corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful, except that no indemnification shall be made in connection with any proceeding charging that such person derived an improper personal benefit, whether or not involving action in an official capacity, in which such person was adjudged liable on the basis that he or she derived an improper personal benefit.

The termination of any action, suit or proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe that his or her conduct was unlawful.

**Section B. Authority to Indemnify Charter Council Members; Derivative Actions.** The Corporation shall indemnify any Charter Council member who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that he or she is or was an authorized representative of the Corporation, against expenses (including attorneys' fees but not amounts paid in settlement) actually and reasonably incurred by him or her in connection with the defense or settlement of such action or suit if he or she acted in good faith and in a manner reasonably believed to be in, or not opposed to, the best interests of the Corporation and except that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to the Corporation or in connection with any other proceeding charging that such person derived an improper personal benefit, whether or not involving action in an official capacity, in which such person was adjudged liable on the basis that he or she derived an improper personal benefit.

## **Section C. Employees and Agents.**

To the extent that an authorized representative of the Corporation who neither was nor is a Charter Council member or officer of the Corporation has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Sections 1 and 2 of this Article or in defense of any claim, issue or matter therein, he or she shall be indemnified by the Corporation against expenses (including attorneys' fees) actually and reasonably incurred by him or her in connection therewith. Such an authorized representative may, at the discretion of the Charter Council, be indemnified by the Corporation in any other circumstances to any extent if the Corporation would be required by Sections 1 and 2 of this Article to indemnify such person in such circumstances to such extent if he or she were or had been a director or officer of the Corporation.

**Section D. Procedure for Effecting Indemnification.**

Indemnification under Sections A, B, or C of this Article shall be made when ordered by a court or shall be made in a specific case upon a determination that indemnification of the authorized representative is required or proper in circumstances because he or she has met the applicable standard of conduct set forth in Sections A or B of this Article. Such determination shall be made by the Charter Council by a majority vote of a quorum consisting of Charter Council members who were not parties to such action, suit or proceeding, or any other manner allowed under the laws of the State of Utah.

If a claim under this Article is not paid in full by the Corporation within ninety (90) days after a written claim has been received by the Corporation, the claimant may at any time thereafter bring suit against the Corporation to recover the unpaid amount of the claim and if successful in whole or in part, the claimant shall be entitled to be paid also the expense of prosecuting such claim. It shall be a defense to any such action (other than an action brought to enforce a claim for expenses incurred in defending any action, suit or proceeding in advance of its final disposition where the undertaking and determinations necessary for advancing expenses have been made) that the claimant has not met the standards of conduct which make it permissible for the Corporation to indemnify the claimant for the amount claimed, but the burden of proving such defense shall be on the Corporation. Neither the failure of the Corporation (including its Charter Council members or its independent legal counsel) that the claimant has not met such applicable standard of conduct shall be a defense to the action or create a presumption that the claimant had not met the applicable standard of conduct.

**Section E. Advancing Expenses.**

Expenses (including attorneys' fees) incurred by a person that may be indemnified under the provisions of this Article, in defending a civil or criminal action, suit or proceeding, may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding upon receipt of:

1. An undertaking by that person or on that person's behalf by an authorized representative to repay such amount if it shall ultimately be determined that he or she is not entitled to be indemnified by the Corporation as required in this Article or authorized by law;
2. The person furnishes to the Corporation a written affirmation of his or her good faith belief that he or she has met the standard conduct set forth in Section A and B of this Article, and;

3. A determination is made that the facts then known to those making the determination under Section D of this Article would not preclude indemnification as provided by this Article.

**Section F. Scope of Article.**

Each person who shall act as an authorized representative of the Corporation, shall be deemed to be doing so in reliance upon such rights of indemnification as are provided in this Article. The indemnification and advancement of expenses provided by the Article shall not be deemed exclusive of any other rights to which those seeking indemnification or advancement of expenses may be entitled under any agreement, vote of disinterested trustees, statute or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office or position, and shall inure to the benefit of the heirs, executors and administrators of such a person.

**ARTICLE VIII: INSURANCE**

**Insurance Against Liability Asserted Against Charter Council Members, Officers, Etc.**

The Corporation, whenever so authorized by the Charter Council, may purchase and maintain insurance on behalf of any authorized representative (which, for the purposes of this Article shall mean a Charter Council member, officer employee or agent of the Corporation, or a person who is or was serving at the request of the Corporation as a Charter Council member, officer, employee or agent of another corporation, person, partnership, joint venture, trust or other enterprise) against any liability asserted against him or her and incurred by him or her in such capacity, or arising out of his or her status as such, whether or not the Corporation would be authorized or required to indemnify him or her by law or Article VIII of these Bylaws.

**ARTICLE IX: SELF-DEALING TRANSACTIONS**

The Corporation shall not engage in any self-dealing transactions, except as approved by the Charter Council. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Council members has a material financial interest ("interested member(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to By Laws governing financial transactions; if

A transaction which is part of a public or charitable program of the Corporation, and the transaction (a) is approved or authorized by the Charter Council in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Council members or their families because they are in a class of persons intended to be benefited by the program.

**ARTICLE X: OTHER PROVISIONS**

**Section A. Fiscal Year.** The fiscal year of the Corporation begins July 1 of each year and ends June 30.

**Section B. Execution of Instruments.** Except as otherwise provided in these Bylaws, the Charter Council may adopt a resolution authorizing any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of

the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

**Section C. Checks and Notes.** Except as otherwise specifically provided by a Charter Council resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the president of the Board and executive director. Such items for amounts of \$5,000.00 or greater must be signed by these individuals.

**Section D. Construction and Definitions.** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in law and shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

**Section E. Conflict of Interest.** No Charter Council member may vote upon a matter coming before that body in which he or she has a conflict of interest.

For the purpose of this provision, the term "interest" shall include financial interest, personal interest, interest as director, officer, member, stockholder, shareholder, partner, manager, trustee or beneficiary of any concern and having an immediate family member who holds such an interest in any concern. The term "concern" shall mean any corporation, association, trust, partnership, limited liability entity, firm, person or other entity other than the organization.

Immediately upon becoming aware that a conflict of interest may exist, a Charter Council member must disclose the existence of the potential conflict to the remaining Charter Council members, withdraw from further deliberation on the issue, and refrain from voting on the matter. Any such disclosure shall include all relevant and material facts known to such person about the contract or transaction shall be fully documented in the organization minutes.

Any transaction or vote involving a potential conflict of interest shall be approved only when a majority of disinterested Charter Council members determine that it is in the best interest of the corporation to do so. The minutes of meetings at which such votes are taken shall record such disclosure, abstention and rationale for approval.

The Charter Council may adopt formal policies requiring:

1. Regular annual statements from Charter Council members, officers and key employees to disclose existing and potential conflicts of interest.
2. Corrective and disciplinary actions with respect to transgressions of such policies.

#### **ARTICLE XI: BOOKS AND RECORDS.**

The Corporation shall keep correct and complete books of accounts and shall also keep

minutes of the proceedings of the Charter Council.

**ARTICLE XII: WAIVER OF NOTICE.**

Whenever any notice is required to be given under the provisions of the Utah Revised Nonprofit Corporation Act or under the provisions of the Articles of Incorporation or the Bylaws of the Corporation a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

**ARTICLE XIII: AMENDMENTS TO BYLAWS.**

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by majority of the Charter Council present at any regular meeting or at any special meeting.

**APPENDIX D: MINUTES FROM MEETING**

## APPENDIX D: MINUTES FROM MEETING

### MSA Charter Council Meeting Minutes

#### Meeting Minutes for June 23, 2018

**Present:** Tim McGaughy; President, Chris Allen; Vice-President, Emily Morris; Treasurer, Christian Swenson; Secretary, David Fawson; Member, Krystelle Rose; Interim Director

**Non-Council members present:** Ellen McGaughy, Bethany McGaughy. Advisory Board; Ashley Worthen, Alyssa Sorenson; Charter Council Candidate

**Members Absent:** Rebecca Stone, Emily Ashby

**Meeting Called to Order:** Tim called the meeting to order at 9:53 am and it was determined that a quorum was present.

Krystelle began at 9:55 am with an opening verse and song.

10:00 Introductions of visitors and a potential new Charter Council Member.

**Reading of minutes:** Christian motioned to approve the minutes at 10:16 am. Tim seconded. It was unanimous.

**Old Business:** Discussion of Charter Strategy. Discussion of adding Saxon Math & Bal-A-Vis-X to supplement with Waldorf Curriculum.

**New business:** Proposal to add Alyssa as a board member. Emily moved to welcome Alyssa Sorenson to the Charter Council. Tim seconded. It was unanimous. At 10:30 am. Proposal to add Emily as treasurer. Alyssa moved to add. Tim seconded. It was unanimous. At 10:33 am.

Discussion of Charter Proposal and invitation for input.

Discussion of mandatory training on July 19th in Sandy from 10:30-2:30 and identification of Council members who could attend. Alyssa Sorenson stated she could attend as well as Christian Swenson. David Fawson identified as a backup.

**Meeting Adjourned:** Tim moves to adjourn the meeting at 10:39 am. Alyssa seconded. It was unanimous.

## APPENDIX E: WAIVERS

**Mountain Sunrise Academy is not seeking any waivers at this time**

**APPENDIX F: EXECUTED CONTRACTS**

There are no current executed contracts for MSA

**APPENDIX G : STARTUP AND IMPLEMENTATION GRANT  
APPLICATION**

## Appendix G: Startup and Implementation Grant Application

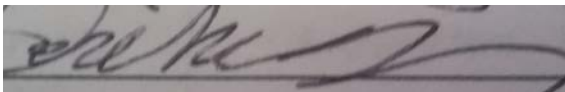
### Grant Assurances

#### Grant funds may only be used for the following:

- Post-award planning and design of the educational program;
- Research-based professional learning activities for teachers, staff, and board;
- Informing the community about the school;
- Acquiring necessary equipment and educational materials and supplies;
- Acquiring, developing or aligning curriculum, and;
- Other initial operational costs, such as:
- Costs associated with creating and implementing office functions;
- Costs associated with the installation of computers, data systems, networks, and telephones;
- Personnel expenses incurred either before or after the school's opening (not to exceed a total of \$5,000 per month); and
- Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.

#### The board understands that:

- Funding is based on projected authorized enrollment and corrected after the October 1 membership count.
- No funding level is guaranteed.
- If the school's October 1 enrollment falls below the projected enrollment, then the school may lose all or part of the 50% of remaining allocated funds depending on actual enrollment numbers.
- The school shall participate in monitoring activities, including attendance at mandatory trainings and compliance with statute and rule. Failure to comply may result in a loss of funds.
- A budget report on the expenditure of grant money is due to the SCSB at the end of each year and a final report is due at the end of the 2nd implementation year.
- Should the charter school change to non-charter status within ten years of receiving grant funds, grant funds must be reimbursed to SCSB.



10/29/2018

Board Chair Signature

Date

As long as the total amount budgeted in each category is the same at the end of the fiscal year, SCSB approval is not needed. However, if the school chooses to increase or decrease a category total, a new budget must be approved by the school's governing board and by SCSB staff.

<b>Budget Categories</b>	<b>Startup Year</b>	<b>Implementation Year 1</b>	<b>Implementation Year 2</b>	<b>Total</b>
<b>Salaries (100)</b>	\$	\$	\$	\$
<b>Benefits (200)</b>	\$	\$	\$	\$
<b>P &amp; T Services (300)</b>	<b>\$60,000</b>	\$	\$	<b>\$60,000</b>
<b>Property Services (400)</b>	<b>\$34,000</b>	<b>\$10,000</b>	\$	<b>\$44,000</b>
<b>Other Services (500)</b>	\$	\$	\$	\$
<b>Travel (580)</b>	\$	\$	\$	\$
<b>Supplies and Materials (600)</b>	<b>\$30,000</b>	<b>\$77,000</b>	<b>\$37,000</b>	<b>\$144,000</b>
<b>Property (700)</b>	\$	\$	\$	\$
<b>Total</b>	<b>\$124,000</b>	<b>\$87,000</b>	<b>\$37,000</b>	<b>\$248,000</b>

**Budget Details** – List details of items to be purchased by category

<b>Budget</b>	<b>Startup Year</b>	<b>Implementation Year</b>	<b>Implementation Year</b>
---------------	---------------------	----------------------------	----------------------------

<b>Categories</b>		<b>1</b>	<b>2</b>
<b>Salaries (100)</b>			
<b>Benefits (200)</b>			
<b>P &amp; T Services (300)</b>	<b>Services of school and business administration prior to hiring employees</b>		
<b>Property Services (400)</b>	<b>Rental of temporary office space and facility development</b>	<b>Startup of facility maintenance services</b>	
<b>Other Services (500)</b>			
<b>Travel (580)</b>			
<b>Supplies and Materials (600)</b>	<b>Library books, classroom and administrative furniture, staff computers</b>	<b>Teacher and student technology, curriculum and textbooks</b>	<b>Classroom technology, curriculum for new grade</b>
<b>Property (700)</b>			

**APPENDIX H : DETAILED CLOSURE PLAN**



## APPENDIX H : DETAILED CLOSURE PLAN

### Mountain Sunrise Academy Charter School Closure Plan

The School closure plan may apply and be used due to any of the following reasons:

- a. Termination pursuant to § 53A-1a-510– with appeal (R277-481-8)
- b. Voluntary Improvement process closure–§53A-1a-509.5 (7)
- c. Conversion to a private school -§ 53A-1a-510 (1)
- d. Relinquishment of Charter (§ 53A-1a-510.5 (1))

In the event that a decision is made to close the school, MSA will work closely with USBE to ensure the following legal requirements as listed are met and will use their school closure plan, presented below, to facilitate this process.

Notification of closure (§ 53A-1a-510.5 (2)):

- a. In writing to:
  - i. Charter School authorizer
  - ii. State Charter School Board
  - iii. State Board of Education
  - iv. Parents of the students
  - v. Creditors
  - vi. Utah Charter School Credit Enhancement Program (if applicable)
  - vii. School District where Charter School is located
- b. Content of writing (minimum):
  - i. Proposed date of closure
  - ii. Proposed plan to help with student transition
  - iii. Contact information during closure process

Closure Plan (§ 53A-1a-510.5 (3)(a)):

- a. Present closure plan to authorizer incorporating all of the items found in statute (§ 53A-1a-510.5), rule, and as provided herein; including but not limited to:
  - i. Who is responsible for completing each task?
  - ii. When the task is expected to be complete
  - iii. Administrative oversight and an indication of responsibility for executing each part of the plan.
  - iv. Update the plan as matters are completed with date completion and notes as to final resolution of problems
  - v. A final report of the completion of the closure plan

Designation of custodian (§ 53A-1a-510.5 (3)(b)):

- a. Protection of student records:
  - i. Keep sufficient record of the disposition of each student record to document preservation of all legal requirements of confidentiality, ie., See R277-487, and FERPA.

1. Individual Educational Program (IEP) and all records regarding special education and supplemental services
    2. Attendance records
    3. Testing materials and records
    4. Student transcripts and report cards
    5. Any other student records
  - ii. Record of to whom and where transferred with confirming signatures
- b. Protection of business records
- i. Maintain all contracts and other legal documents for the necessary statute of limitations and provide an appropriate custodian for those records for that time period
  - ii. Provide a final report as to the disposition of all business records
  - iii. Identify a custodian for all employee records, and hold them for the statute of limitations for such documents
- c. Protect all records against theft, misappropriation, and deterioration (§ 53A-1a-510.5 (3)(h))

Maintain base of operation throughout the closure period (§ 53A-1a-510.5 (3)(c)):

- a. Maintain a working and appropriately staffed office
- b. Maintain usual and reasonable office hours to facilitate the closure process
- c. Maintain a fully operational telephone service, including voice messaging, with adequately trained personnel to answer question from the authorizer, students, parents of students and the public
- d. Maintain email accounts until closure is complete and assign personnel to monitor and respond to email traffic

Maintenance of Insurance (§ 53A-1a-510.5 (3)(d)): continue all insurance coverages until the closure plan has been fully executed, and sufficient tail coverage to cover all claims that might be made for the operational period of the Charter School.

Audit (§ 53A-1a-510.5 (4) and (7)):

- a. Complete a full financial audit at time of notification of closure (maintain all records associated with the audit for inspection by the authorizer), and update the audit to a final audit when closure is completed. Provide the audit and the updated final audit to the authorizer and to such other State agencies as may request such financial information
- b. Include a list of all creditors, with special attention to secured creditors
- c. Create a complete inventory of assets

Liquidate assets and resolve all claims (§ 53A-1a-510.5 (4)):

- a. Liquidate assets at fair market value with a brief report as to how this is accomplished
- b. Terminate all outstanding contracts, including service contracts, leases, utilities, etc. and make provision for the transition to closure
- c. Resolve secured claims
- d. Resolve liabilities subject to § 53A-1a-517
- e. Itemize and close out all accounts
- f. Determine, prepare and pay final payroll and benefits
- g. Prepare and file all tax reports and payroll withholdings
- h. Make provision for reporting of all W-2s, and student tax notifications
- i. Close out all federal and state grants
- j. Reconcile and report all state and federal loans and loan programs
- k. Turn over remaining unliquidated assets to authorizer (for liquidation or assignment to another public school)

Closure documentation (§ 53A-1a-510.5 (6)):

- a. Document closure of Charter School bank accounts with the completion of the final audit
  - i. Prepare final payoff to creditors
  - ii. Prepare and submit APR/AFR
- b. Prepare and complete corporate wind up documentation
  - i. Corporate minutes of all wind up actions and votes
  - ii. Articles of Dissolution, prepare and file
  - iii. Form 990 tax filing
- c. Capture and archive all essential corporate documents and make arrangements to hold them for the applicable statute of limitations period

Item	Required Actions	Responsible Party	Date Complete	Status
1	<p><b>Establish <i>ad hoc</i> Charter Council Committee for wind-up / restructuring</b></p> <ul style="list-style-type: none"> <li>· Designate School contact person(s) to send and receive communications from the USBE;</li> <li>· Designate employees or School Charter Council members who will</li> </ul>	Charter Council		

	<p>handle various aspects of winding up of School operations;</p> <ul style="list-style-type: none"> <li>· Provide contact information, and list of employees / School Charter Council members</li> </ul> <p>and correspondent responsibilities to the USBE</p> <ul style="list-style-type: none"> <li>· Instruct contact persons to heed notification requirements for time sensitive notifications, if any.</li> </ul>			
<b>2</b>	<p><b>Reserve Funds</b></p> <p>Segregate by Charter Council resolution in a separate checking account of 2 months fixed costs, in funds to be used for legal, accounting and other expenses to execute this Closure Plan and to dissolve the School Corporation.</p>	Charter Council		
<b>3</b>	<p><b>Notification of Parents / Guardians</b></p> <p>Within 10 days after charter revocation, notify parents / guardians and employees of school regarding the closure of the School, if such notification has not been made. Such notification shall include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>● Date of the last day of regular instruction;</li> <li>● Cancellation of any planned summer school;</li> <li>● Notice to parents that enrollment of children in their district of residence or other school is mandatory under state law for children that are six</li> </ul>	Charter Council President or School Director		

	<p>years of age or older;</p> <ul style="list-style-type: none"> <li>• Optional inclusion of a listing of the names of charter, parochial, public and private schools in the area.</li> <li>• Offer of copies of student records before the CHARTER REVOCATION.</li> <li>• Provide the USBE with a copy of the notice.</li> </ul>			
4	<p><b>All Student Records will follow Utah Code 3A-1a-517 and 34 CFR 80.32.</b></p> <p><b>Final Report Cards and Student Records Notice</b></p> <p>Within 7 days after CHARTER REVOCATION, provide parents / guardians with copies of final report cards and notice of where student records will be sent (the school district of the School's location) and specific contact information.</p> <ul style="list-style-type: none"> <li>· The notice must advise the parent/guardian to contact the school where the student intends to enroll and to have the student's new school contact the School's district of location to have the student's educational records transferred to the new school.</li> <li>· Provide the USBE with a copy of the notice.</li> </ul>	School Director		
5	<p><b>Transfer of Student Records and Testing Material</b></p> <p>No later than 10 days after CHARTER</p>	School Director		

	<p>REVOCATION send student records to the School's district of residence, including:</p> <ul style="list-style-type: none"> <li>· Individualized Education Programs (IEPs) and all records regarding special education and supplemental services;</li> <li>· student health / immunization records;</li> <li>· attendance records; and</li> <li>· all other student records.</li> </ul> <p>All end of school year grades and evaluations must be completed and made part of the student records, including any IEP / Committee on Special Education meetings / progress reports.</p> <p>As noted above, parents / guardians should be offered copies of students' records before CHARTER REVOCATION.</p> <p>Testing material, including scores, test booklets, and annual data files etc. required to be maintained by the School by the State Education Department must also be forwarded to the School's district of location.</p> <ul style="list-style-type: none"> <li>· To the extent that scores, etc. will come into existence after the CHARTER REVOCATION, arrangements should be made with the testing agent to forward such material to the district of location. The school should also send a set of Individual Student Reports to resident district and parents.</li> </ul>			
--	--	--	--	--

<p>6</p>	<p><b>Notification of School Districts</b></p> <p>Within 7 days after the charter revocation, the School must notify school district(s) of students' residence regarding the termination of the education program and lack of future enrollment.</p> <ul style="list-style-type: none"> <li>· If applicable, notification regarding cessation of food and transportation services should be provided.</li> <li>· Provide notice to the districts that arrangements should be made to pick up any district property; e.g., borrowed books, nursing equipment.</li> <li>· Provide USBE with a copy of the notice.</li> </ul>	<p>Charter Council President or Secretary</p>		
<p>7</p>	<p><b>Notification of Funding Sources / Charitable Partners</b></p> <p>Within 7 days after CHARTER REVOCATION, all other sources of the School's operational funding must be notified in writing of the closure of the School as well as charitable partners of the School.</p> <ul style="list-style-type: none"> <li>· The School should not accept further loans from management companies, etc. nor otherwise incur additional liability. However, it may continue to accept gifts from charitable partners as long as the charity is aware of the School's</li> </ul>	<p>Charter Council President or Treasurer</p>		

	<p>closure / restructuring status.</p> <ul style="list-style-type: none"> <li>Charities with property on the premises of the School should be notified to remove same as soon as possible or after CHARTER REVOCATION, whichever is appropriate.</li> </ul>			
8	<p><b>Notification of Contractors and Termination of Contracts</b></p> <p>Within 20 days after charter revocation, formulate a list of all contractors with contracts in effect, and notify them regarding cessation of current school operations.</p> <ul style="list-style-type: none"> <li>If applicable, instruct contractors to make arrangements to remove any contractor property from the School facility by a date certain, e.g., copying machines, water coolers, other rented property.</li> <li>Provide the USBE with a copy of such notice.</li> <li>Retain records of past contracts with proof that they were fully paid (<i>see</i> Records Retention, below) to prevent spurious claims.</li> </ul>	<p>Charter Council President or Treasurer</p>		
9	<p><b>Notification of Employees and Benefit Providers</b></p> <p>After an employee termination date is established, but in no event later than 60 days before CHARTER REVOCATION, notify all employees of termination of employment</p>	<p>Charter Council President or Human Resource Manager</p>		

	<p>and/or contracts, and notify benefit providers of pending termination of all employees. Further notify employees and providers of termination of all benefit programs, and, if allowable, terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e. COBRA), including:</p> <ul style="list-style-type: none"> <li>· health care / health insurance;</li> <li>· life insurance;</li> <li>· dental plans;</li> <li>· eyeglass plans;</li> <li>· cafeteria plans;</li> <li>· 401(k), retirement plans;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>· pension plans.</li> <li>· TRA</li> <li>· PERA</li> </ul> <p>Specific rules and regulations may apply to such programs especially teacher’s retirement plans so legal counsel should be consulted.</p> <p>Employees should be notified of eligibility for unemployment compensation. (In the event the School has not paid into the unemployment program on an ongoing basis, the School may have significant financial liability on an ongoing basis after the CHARTER REVOCATION, and reserve funds should be set aside for this purpose.) <i>See</i> School Wind-Up Plan and Action regarding payment of taxes, below.</p>			
<p><b>10</b></p>	<p><b>Notification of Food and Transportation Services</b></p>	<p>Charter Council</p>		

	<p><b>and Cancellation of Contracts</b></p> <p>Within 20 days after the charter revocation, or earlier if required by the contractual notice requirements, cancel school district or private food and/or transportation services for summer school and next school year.</p>	<p>President or Secretary</p>		
11	<p><b>Notification of USBE Regarding any Litigation.</b></p> <p>As soon as possible after receiving notice and/or service of process regarding litigation against, or initiated by, the School, School Charter Council or School employees, notify the USBE and provide copies of legal papers received.</p> <p>The School has an ongoing obligation to keep the USBE informed regarding such litigation, including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.</p>	<p>Charter Council President or Secretary</p>		
12	<p><b>List of Creditors and Debtors</b></p> <p>Within twenty (20) days after the charter revocation, formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.</p> <ul style="list-style-type: none"> <li>· This list is not the same as the contractor list, above, but may include contractors, which should be listed.</li> <li>· Creditors include lenders, mortgage holders, bond holders, equipment</li> </ul>	<p>Charter Council President or Treasurer</p>		

	<p>suppliers, service providers and secured and unsecured creditors.</p> <ul style="list-style-type: none"> <li>· A UCC search should be performed by the School to determine if there are any secured creditors and to what assets security interests are attached.</li> <li>· Debtors include persons who owe the school fees or credits, lessees or sub-lessees of the School, and any person holding property of the School.</li> <li>· Provide a copy of the list of creditors to the USBE with the amount owed to each creditor thereon and the amount owed by each debtor.</li> </ul>			
<p><b>13</b></p>	<p><b>Notification to Creditors</b></p> <p>Within thirty (30) days after the charter revocation, the School must notify all creditors of its closure.</p> <p>The School should solicit from each creditor a final accounting of the School’s accrued and unpaid debt owed to such creditor. This figure should be compared to the School’s calculation of the debt and be reconciled between the parties.</p> <p>To the extent possible, the School negotiates a settlement of debts, which is ultimately consummated by a settlement agreement reflecting satisfaction and release of the existing obligations, if possible.</p>	<p>Charter Council President or Treasurer</p>		

<p><b>14</b></p>	<p><b>Notification to Debtors</b></p> <p>Within thirty (30) days after the charter revocation, the School must contact all debtors and demand payment. To the extent collection efforts are unsuccessful, the School may turn the debt over to commercial debt collection agencies. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.</p>	<p>Charter Council President or Treasurer</p>		
<p><b>15</b></p>	<p><b>School Wind-Up Plan and Action</b></p> <p>The School Corporation shall collect debts, dispose of assets and negotiate with and pay creditors in an orderly fashion in accordance with a timetable and plan adopted by the School's Charter Council of directors.</p> <p>Priority should be given to continuing the School's educational program through the end of the school year and retaining funds to complete the wind-up process.</p> <ul style="list-style-type: none"> <li>· The initial plan should be adopted within 20 days of charter revocation, and be updated at least bi-weekly with copies to the USBE. The plan should include, but not be limited to, the following.</li> <li>· Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER REVOCATION.</li> <li>· Make final federal, state and local tax payments (every employer, including</li> </ul>	<p>Charter Council and School Director</p>		

	<p>the School, which pays wages to employees is responsible for withholding, depositing, paying, and reporting federal, state and local income tax, social security taxes, and federal unemployment tax for such wage payments).</p> <ul style="list-style-type: none"> <li>· Auction / sale of assets in a manner that avoids conflicts of interest, and maximizes net revenue to the extent permitted by ongoing agreements with existing creditors. (<i>See Liquidation of Assets, below.</i>)</li> <li>· Liquidation or closing of bank accounts according to a schedule that minimizes fees but leaves the School enough flexibility to pay creditors, attorneys, accountants, etc. during the course of the wind-up, including funds for a final audit, and (if the School Corporation does not submit or the Charter Council of directors do not approve a renewal application), for dissolution. Cancellation of corporate credit cards and lines of credit.</li> <li>· Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the School Corporation, and employment, contract and School Charter Council</li> </ul>			
--	--	--	--	--

	<p>status of those authorized to sign for the School.</p> <ul style="list-style-type: none"> <li>· Status reports on the implementation of the School Wind-Up Plan to be submitted to the USBE through Interim Statements and a Final Statement (below).</li> </ul>			
<p><b>16</b></p>	<p><b>Protection of Assets; Insurance</b></p> <p>The School’s assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration.</p> <ul style="list-style-type: none"> <li>· Existing insurance coverage should be maintained on the assets until the disposal of such assets. In accordance with the Wind-Up Plan.</li> <li>· Continue existing insurance for School Facility, vehicles and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of vehicles and other assets are sold, respectively.</li> <li>· Negotiate School Facility insurance with entities that may take possession of School Facility – lenders, mortgagors; bond holders, etc., if possible.</li> <li>· Appropriate security services should be obtained or maintained.</li> <li>· Action may include moving assets to secure</li> </ul>	<p>Charter Council President or Secretary</p>		

	storage after closure or loss of the School Facility.			
17	<p><b>Inventory</b></p> <p>No later than 30 days prior to CHARTER REVOCATION, <u>all</u> of the School’s assets must be inventoried with item #'s and quantities and/or its inventory updated.</p> <ul style="list-style-type: none"> <li>· All assets of the School, not just ones over a certain dollar value must be inventoried.</li> <li>· Provide USBE with a copy of the inventory.</li> <li>· Identify assets belonging to other entities (school district, county, municipality, health department, Authorizing foundation, vendors, PTA, etc.), including those borrowed or loaned.</li> <li>· Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li>· Return assets not belonging to School and document</li> </ul>	Charter Council President & School Director		
18	<p><b>Liquidation of Assets</b></p> <p>Assets must be liquidated in a commercially reasonable manner including, but not limited to, sale by way of auction, sealed bidding or other commercially reasonable sales methods to the extent permitted under agreements with existing creditors and to the extent such assets are free and</p>	Charter Council President and Treasurer		

	<p>clear of any liens or encumbrances. If an asset is subject to a lien, encumbrance or security interest (above), the secured party should be contacted.</p> <p>School Charter Council members and their relatives as well as employees and students of the School should not purchase any asset unless the purchase is disclosed to the School Charter Council and the disclosure is made a matter of record in the School Charter Council’s minutes and approved by a majority of the non-interested members of the School Charter Council.</p>			
<b>19</b>	<p><b>D&amp;O Insurance</b></p> <p>Maintain existing directors and officers liability (D&amp;O) insurance, if any, until final dissolution of the School Corporation. If no such D&amp;O insurance exists, disclose this fact to the Charter Council of directors.</p>	Charter Council		
<b>20</b>	<p><b>Interim Statements</b></p> <p>No later than 10 days after CHARTER REVOCATION, prepare, and submit to the USBE, an interim statement in a form satisfactory to the USBE, of the status of all contracts and other obligations of the School Corporation, and all funds, including principal and accrued interest, owed to, and by, the School Corporation, with supporting evidence showing:</p> <ul style="list-style-type: none"> <li>· all creditors or former creditors, any amounts paid</li> </ul>	Charter Council President or Vice President		

	<p>to creditors (or in-kind exchanges of assets), and any amounts of debt of the School or School Corporation outstanding, including principal and accrued interest, as of the date of the interim report; and</p> <ul style="list-style-type: none"> <li>· all amounts owed to the School Corporation by debtors, any amounts paid by debtors, and whether any debtors have paid in full, and any amounts outstanding; and all income generated through sale or auction of assets and any other change in status of assets.</li> <li>· The School will prepare and submit such statements to the USBE at 30 day intervals until the final statement (below) is prepared and submitted.</li> </ul>			
<p><b>21</b></p>	<p><b>Final Statement</b></p> <p>At a date to be determined by the USBE, anticipated to be no later than 90 days after CHARTER REVOCATION, no later than 10 days prior to the filing of a dissolution proceeding, the School shall prepare to the full satisfaction of the USBE a final statement of the status of all contracts and other obligations of the School Corporation, and all funds owed to the School, audited (or confirmed) by an independent accountant, with supporting evidence showing:</p> <ul style="list-style-type: none"> <li>· all assets and the value and location thereof,</li> </ul>	<p>Charter Council President or Treasurer</p>		

	<p>whether such asset has been distributed to creditors in satisfaction or payment of any existing debt obligation; and</p> <ul style="list-style-type: none"> <li>· each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and</li> <li>· statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest.</li> </ul>			
22	<p><b>Final Financial Statement Audit</b></p> <p>The School must have a financial statement audit performed.</p>	Charter Council		
23	<p><b>Closeout of State and Federal Grants</b></p> <p>State, federal and other grants must be closed out, including:</p> <ul style="list-style-type: none"> <li>· notification to the grant entity of the School closure; and</li> <li>· filing of any required expenditure reports or receipts and any required program reports.</li> </ul> <p>The School Corporation should continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to</p>	Charter Council Treasurer		

	closure. The School Corporation should not seek or accept grant funds for future school years when the School will be closed. Grant status should be noted on financial statements.			
24	<p><b>U.S. Dept. of Education Filings</b></p> <p>File Federal form 269 or 269a if the School was receiving funds directly from the United States Department of Education. <i>See</i> 34 CFR 80.41.</p>	Charter Council Treasurer		
25	<p><b>IRS Status; Reports</b></p> <p>The Charter Council must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>· notification to IRS regarding any address change of the School Corporation; and</li> <li>· filing of required tax returns or reports (e.g., IRS form 990 and Schedule A).</li> </ul> <p>If the School Corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the USBE.</p>	Charter Council		
26	<p><b>Corporate Records</b></p> <p>In all cases, the Charter Council shall maintain all corporate records related to:</p> <ul style="list-style-type: none"> <li>· Loans, bonds, mortgages and other financing;</li> <li>· Contracts;</li> <li>· Leases;</li> </ul>	Charter Council or Treasurer		

	<ul style="list-style-type: none"> <li>· Assets and asset sales;</li> <li>· Grants -- records relating to federal grants must be kept in accordance with 34 CFR 8042.</li> <li>· Governance (Minutes, by-laws, policies);</li> <li>· Employees (background checks, personnel files);</li> <li>· Accounting/audit, taxes and tax status, etc;</li> <li>· Personnel,</li> <li>· Employee benefit programs and benefits; and</li> <li>· Student summary test data files</li> <li>· Any items listed in this Closure Plan.</li> </ul> <p>In the event the School Corporation is dissolved, any and all records not previously sent to the school district of the School's location should be sent to that school district.</p>			
<p><b>27</b></p>	<p><b>Resolution of Dissolution</b> The Charter Council must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the state authorities.</p>	<p>Charter Council President</p>		
<p><b>28</b></p>	<p><b>Dissolution</b> If the School Corporation dissolves, the Charter Council must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include:</p> <ul style="list-style-type: none"> <li>· a complete statement of</li> </ul>	<p>Charter Council Secretary</p>		

	<p>all assets, their location and an estimate of their value; and</p> <ul style="list-style-type: none"> <li>· a statement of the ascertainable debts of the education corporation.</li> </ul> <p>Whenever the Charter or an order of dissolution is made, the members of the School Charter Council or other custodian of the records of the School have the duty to properly maintain the permanent records of the School according to law and stored in a secure, locked container.</p> <p>Copies of all papers related to dissolution should be sent to the USBE.</p> <p>Members of the Charter Council are empowered to continue in office even after the expiration of the Charter and dissolution of the School Corporation for the purpose of winding-up and settling the affairs of the School Corporation, and after the dissolution of the School Corporation.</p>			
<p>29</p>	<p><b>Final Distribution of Assets</b></p> <p>All liabilities and obligations of the School must be paid and discharged (or adequate provision must be made therefore) to the extent of the School’s assets. Any assets held subject to a lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with and subject to those conditions or limitations.</p> <ul style="list-style-type: none"> <li>· Assets received and held by the School subject to limitations permitting their use only for charitable,</li> </ul>	<p>Charter Council President or Treasurer</p>		

	<p>benevolent, educational, or similar purposes, but not held upon condition requiring return or with specific disposition instructions, shall be held until dissolution and transferred or conveyed to one or more charter schools in the school district or to the school district. An itemized receipt must be obtained from each recipient of an asset containing the name, address and telephone number of the recipient. (In case of later question, audit or review by federal bankruptcy or state supreme court, or other governmental body.)</p> <p>In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations.</p>			
--	---	--	--	--

<b>Mountain Sunrise Academy</b>		
<b>First Operational Year</b>		<b>10</b>
Number of Students:		
Grade Configuration:		
<b>Revenue</b>		
Child Nutrition Program (CNP) and Lunchroom Sales		
Student Activities		
Other		
<b>Total Revenue From Local Sources (1000)</b>		
State Funding		
Charter School Startup and Implementation Grant & Loan		
<b>Total Revenue from State Sources (3000)</b>		
Lunch and Breakfast Reimbursement		
Restricted Federal Through State		
Programs for the Disabled (IDEA)		
Elementary and Secondary Education Act (ESEA)		
<b>Total Revenue from Federal Sources (4000)</b>		
Private Grants & Donations:		
Source(s) ( <i>specify</i> )		
Loans:		
Commercial		
Other ( <i>specify</i> )		
Pre-Operational Carryforward		
<b>Total Revenue from Other Sources (5000)</b>		
<b>Total Revenue</b>		
<b>Expenditures</b>		<b>Number</b>
--- SALARIES ---		
10.131	Salaries - Teachers	18.50
10.132	Salaries - Substitute Teachers	92.50
10.161	Salaries - Teacher Aides and Paraprofessionals	10.00
10.100	Salaries - Other 1000-Instruction	1.50
	<b>Total 10 (1000)-INSTRUCTION Salaries (100)</b>	
21.141	Salaries - Attendance and Social Work Personnel	0.00
21.142	Salaries - Guidance Personnel	0.00
21.143	Salaries - Health Services Personnel	0.00
21.144	Salaries - Psychological Personnel	0.00
21.152	Salaries - Secretarial and Clerical	0.00
21.100	Salaries - Other 2100-Student Support	0.00
	<b>Total - STUDENT SUPPORT Salaries (100)</b>	
22.145	Salaries - Media Personnel - Certified	0.50
22.162	Salaries - Media Personnel - Noncertified	0.00
22.100	Salaries - Other 2200-Instructional Staff Support	0.00
	<b>Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)</b>	
24.121	Salaries - Principals and Assistants	2.00

24.152	Salaries - Secretarial and Clerical	1.00
24.100	Salaries - Other 2400-School Administration	0.50
	<b>Total -SCHOOL ADMINISTRATION Salaries (100)</b>	
26.100	Salaries - Operation & Maintenance of Facilities	1.50
	<b>Total -OPERATION &amp; MAINT OF FACILITIES Salaries (100)</b>	
31.100	Salaries - Food Services	3.00
	<b>Total -FOOD SERVICES Salaries (100)</b>	
	<b>TOTAL - ALL SALARIES (100)</b>	
<b>--- BENEFITS ---</b>		
10.210	Retirement - Instruction	4%
21.210	Retirement - Student Support	4%
22.210	Retirement - Instructional Staff Support	0%
24.210	Retirement - School Administration	4%
26.210	Retirement - Operation & Main of Facilities	2%
31.210	Retirement - Food Services	2%
	<b>Total - All Retirement</b>	
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administration	10%
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Main	10%
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%
	<b>Total - Social Security/FICA/Unemployment/Workers Comp</b>	
10.240	Insurance (Health/Dental/Life) - Instruction	10%
21.240	Insurance (Health/Dental/Life) - Student Support	0%
24.240	Insurance (Health/Dental/Life) - School Administration	11%
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	10%
31.240	Insurance (Health/Dental/Life) - Food Services	10%
	<b>Total- All Insurance(Health/Dental/Life)</b>	
10.200	Other Benefits ( <i>specify</i> ) - Instruction	1%
21.200	Other Benefits ( <i>specify</i> ) - Student Support	1%
24.200	Other Benefits ( <i>specify</i> ) - School Administration	1%
26.200	Other Benefits ( <i>specify</i> ) - Operation & Maintenance of Facilities	1%
31.200	Other Benefits ( <i>specify</i> ) - Food Services	1%
	<b>Total - All Other Insurance</b>	
	<b>TOTAL ALL BENEFITS (200)</b>	
<b>--- PURCHASED PROFESSIONAL &amp; TEC</b>		
10.300	Purchased Prof & Tech Services - Instruction	
21.300	Purchased Prof & Tech Services - Student Support	
22.300	Purchased Prof & Tech Services - Instructional Staff Support	
24.300	Purchased Prof & Tech Services - School Administration	
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities	
31.300	Purchased Prof & Tech Services - Food Services	
	<b>TOTAL - ALL PURCHASED PROF &amp; TECH SERVICES (300)</b>	
<b>--- PURCHASED PROPERTY S</b>		
26.400	Purchased Property Services	

26.441	Rental of Land & Buildings	
26.450	Construction and Remodeling	
	<b>TOTAL - ALL PURCHASED PROPERTY SERVICES (400)</b>	
<b>--- OTHER PURCHASED SERVICES ---</b>		
27.510	Student Transportation services	
24.520	Insurance (other than employee benefits - e.g. D&O)	
45.521	Property Insurance	
45.522	Liability Insurance	
10.530	Communication (telephone and other)	
21.530	Communication (telephone and other)	
24.530	Communication (telephone and other)	
26.530	Communication (telephone and other)	
24.540	Advertising	
10.550	Printing and Binding	
21.550	Printing and Binding	
24.550	Printing and Binding	
10.560	Tuition	
21.570	Food Service Management	
21.580	Travel/Per Diem	
24.580	Travel/Per Diem	
26.580	Travel/Per Diem	
10.590	Inter-educational, Interagency Purchased Services	
	<b>TOTAL - OTHER PURCHASED SERVICES (500)</b>	
<b>--- SUPPLIES ---</b>		
10.600	Instructional Supplies	0
10.641	Textbooks	0
21.600	Supplies - Student Support Services	0
22.644	Library Books	0
22.650	Periodicals	0
24.600	Supplies - School Administration	0
26.600	Supplies - Operation & Maintenance of Facilities	0
31.600	Supplies - Food Service	0
31.630	Food - Food Service	
	<b>TOTAL - ALL SUPPLIES (600)</b>	
<b>--- PROPERTY ---</b>		
10.700	Property (Instructional Equipment) - Instruction	
21.700	Property - Student Support Services	
24.700	Property - School Administration	
26.700	Property - Operation & Maintenance of Facilities	
31.700	Property - Food Services	
31.780	Depreciation - Kitchen Equipment Depreciation	
49.710	Land and Improvements	
49.720	Buildings	
27.732	School Buses	

10.733	Furniture and Fixtures - Instruction	
24.733	Furniture and Fixtures - School Administration	
21.733	Furniture and Fixtures - Student Support Services	
10.734	Technology Equipment - Instruction	
24.734	Technology Equipment - School Administration	
21.734	Technology Equipment - Student Support Services	
27.735	Non-Bus Vehicles	
10.739	Other Equipment - Instruction	
21.739	Other Equipment - Student Support Services	
24.739	Other Equipment - School Administration	
<b>TOTAL - ALL PROPERTY (700)</b>		
<b>--- OTHER OBJECTS</b>		
10.800	Other Objects- Instruction	
21.800	Other Objects- Student Support	
24.800	Other Objects- School Administration	
26.800	Other Objects - Operation & Maintenance of Facilities	
31.800	Other Objects - Food Services	
45.800	Other Objects - Building Acquisition	
	Total - All Other Objects	
10.810	Dues and Fees - Instruction	
21.810	Dues and Fees - Student Support	
24.810	Dues and Fees -School Administration	
26.810	Dues and Fees - Operation & Maintenance of Facilities	
	Total - All Dues and Fees	
<b>TOTAL - OTHER OBJECTS (800)</b>		
<b>Total Building Acquisition &amp; Instruction (4500)</b>		
45.830	Interest	
45.840	Redemption of Principal	
<b>Total other financing sources (uses) and other items</b>		

1000	Total Local	
3000	Total State	
4000	Total Federal	
<b>TOTAL REVENUES</b>		
100	Salaries	
200	Employee Benefits	
300	Purchased Professional and Technical Services	
400	Purchased Property Services	
500	Other Purchased Services	
600	Supplies	
700	Property	
800	Other Objects	
<b>TOTAL EXPENDITURES</b>		

<b>Excess or Deficiency of Revenues over Expenditures</b>	
<b>Other Sources of Funding (5000)</b>	
<b>Net Asset Balance (Fund Balance)</b>	
<b>Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)</b>	
<b>Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = &gt;5%)</b>	

**FY 21**

00% Enrollment		Breakeven Enrollment	
392		224	
K-6		K-6	
392	\$131,771	224	\$91,123
\$7,840		\$4,480	
\$19,600		\$11,200	
<b>\$159,211</b>		<b>\$106,803</b>	
\$2,518,865		\$1,445,452	
\$87,000		\$115,000	
<b>\$2,605,865</b>		<b>\$1,560,452</b>	
392	\$43,924	224	\$25,099
\$0		\$0	
\$57,075		\$32,614	
\$28,161		\$30,428	
<b>\$129,160</b>		<b>\$63,043</b>	
\$0		\$0	
\$0		\$0	
\$0		\$0	
\$0		\$0	
\$0		\$0	
\$0		\$0	
<b>\$0</b>		<b>\$0</b>	

**\$2,894,236** **\$1,730,298**

Salary/Cost	Total	Number	Salary/Cost	Total
\$40,000	\$740,000	9.00	\$40,000	\$360,000
\$100	\$9,250	45.00	\$100	\$4,500
\$12,007	\$120,065	2.00	\$12,007	\$24,013
\$14,800	\$22,200	1.00	\$14,800	\$14,800
	<b>\$891,515</b>			<b>\$403,313</b>
\$0	\$0	0.00	\$0	\$0
\$0	\$0	0.00	\$0	\$0
\$0	\$0	0.00	\$0	\$0
\$0	\$0	0.00	\$0	\$0
\$0	\$0	0.00	\$0	\$0
\$0	\$0	0.00	\$0	\$0
	<b>\$0</b>			<b>\$0</b>
\$40,000	\$20,000	0.25	\$0	\$0
\$0	\$0	0.00	\$0	\$0
\$0	\$0	0.00	\$0	\$0
	<b>\$20,000</b>			<b>\$0</b>
\$67,500	\$135,000	1.00	\$80,000	\$80,000

\$35,000	\$35,000	1.25	\$35,000	\$43,750
\$28,800	\$14,400	0.25	\$28,800	\$7,200
	<b>\$184,400</b>			<b>\$130,950</b>
\$25,000	\$37,500	1.00	\$25,000	\$25,000
	<b>\$37,500</b>			<b>\$25,000</b>
\$25,000	\$75,000	2.00	\$25,000	\$50,000
	<b>\$75,000</b>			<b>\$50,000</b>
	<b>\$1,208,415</b>			<b>\$609,263</b>

\$891,515	\$31,203	2%	\$403,313	\$8,066
\$0	\$0	2%	\$0	\$0
\$20,000	\$0	0%	\$0	\$0
\$184,400	\$7,376	2%	\$130,950	\$2,619
\$37,500	\$750	1%	\$25,000	\$250
\$75,000	\$1,500	1%	\$50,000	\$500
	<b>\$40,829</b>			<b>\$11,435</b>
\$891,515	\$89,152	10%	\$403,313	\$40,331
\$0	\$0	10%	\$0	\$0
\$184,400	\$18,440	10%	\$130,950	\$13,095
\$37,500	\$3,750	10%	\$25,000	\$2,500
\$75,000	\$7,500	10%	\$50,000	\$5,000
	<b>\$118,842</b>			<b>\$60,926</b>
\$891,515	\$89,152	10%	\$403,313	\$40,331
\$0	\$0	0%	\$0	\$0
\$184,400	\$20,284	10%	\$130,950	\$13,095
\$37,500	\$3,750	10%	\$25,000	\$2,500
\$75,000	\$7,500	10%	\$50,000	\$5,000
	<b>\$120,686</b>			<b>\$60,926</b>
\$891,515	\$8,915	1%	\$403,313	\$2,017
\$0	\$0	1%	\$0	\$0
\$184,400	\$1,844	1%	\$130,950	\$655
\$37,500	\$375	1%	\$25,000	\$125
\$75,000	\$750	1%	\$50,000	\$250
	<b>\$11,884</b>			<b>\$3,046</b>
	<b>\$292,240</b>			<b>\$136,334</b>

**TECHNICAL SERVICES ---**

	\$20,000			\$10,000
	\$0			\$0
	\$0			\$0
	\$140,000			\$80,000
	\$20,000			\$10,000
	\$0			\$0
	<b>\$180,000</b>			<b>\$100,000</b>

**OTHER SERVICES ---**

	\$10,000			\$10,000
--	----------	--	--	----------

	\$535,500			\$401,625	
	\$0			\$0	
	<b>\$545,500</b>			<b>\$411,625</b>	
	\$0			\$0	
				\$0	
	\$5,355			\$5,355	
	\$7,056			\$4,032	
	\$0			\$0	
	\$0			\$0	
				\$0	
	\$7,500			\$7,500	
	\$20,000			\$20,000	
	\$0			\$0	
	\$0			\$0	
	\$0			\$0	
	\$0			\$0	
	\$0			\$0	
	\$0			\$0	
	\$0			\$0	
	\$2,000			\$1,143	
	\$0			\$0	
	<b>\$41,911</b>			<b>\$38,030</b>	
\$0	\$11,760	0	\$0	\$6,720	
\$0	\$78,400	0	\$0	\$44,800	
\$0	\$0	0	\$0	\$0	
\$0	\$3,920	0	\$0	\$2,240	
\$0	\$0	0	\$0	\$0	
\$0	\$9,800	0	\$0	\$5,600	
\$0	\$10,976	0	\$0	\$6,272	
\$0	\$23,542	0	\$0	\$15,558	
	\$133,403			\$88,164	
	<b>\$271,800</b>			<b>\$169,354</b>	
	\$15,680			\$8,960	
	\$0			\$0	
	\$10,000			\$5,714	
	\$5,000			\$2,857	
	\$5,000			\$5,000	
	\$0	\$	-	7	\$0
	\$0			\$0	
	\$0			\$0	
	\$0			\$0	



	<b>\$133,455</b>			<b>\$95,438</b>
	<b>\$0</b>			<b>\$0</b>
	<b>\$133,455</b>			<b>\$95,438</b>
	<b>5%</b>			<b>6%</b>
	<b>5%</b>			<b>6%</b>