

Mountain Sunrise Academy

Charter School Application

Charter School Information

1. Name of proposed charter school: Mountain Sunrise Academy
2. Name of applicant: Mountain Sunrise Academy
3. Authorized agent: Krystelle Rose
4. Mailing address: Street, City, State, Zip: 1915 N. 800 W. Orem, UT 84057
5. Phone number: 801-701-1803
6. Email address: steinerstone@gmail.com
7. District(s) where proposed charter school is located: Alpine
8. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add rows as necessary)

Name	Email	Position on Board (e.g., chair, secretary)	Type of Member (e.g., parent, business)	Profession
Dr. Tim McGaughy, PH.D	TEMINTL7@netscape.net	President	Grandparent, Non-profit Business, Education	Psychiatrist, Past teacher, Non-profit admin
Stephen Joseph	sjoseph@snjconsult.com	Council Member	Grandparent, Business	Business; Finance
Emily Morris	emilydodge@gmail.com	Secretary	Parent	Artist
Chris Allen	ccallenconsults@hotmail.com	Treasurer	Business, Education	Business VP; Finance; non-profit education
William Mark	<bill@jmlaw.com	Council Member	Parent, Business, Legal, Education	Lawyer, business owner, educator
Olesya Richards	olisichka8@gmail.com	Council Member	Parent, Business	Business Owner
Karri Auffhammer	ryt2krl@outlook.com	Council Member	Business, Education	Special Ed Teacher

David Fawson	davidfawson@yahoo.com	Council Member	Parent, Business, Education	Teacher, Entrepreneur
--------------	-----------------------	----------------	-----------------------------	-----------------------

9. Year school will start: 2018-2019

10. Grades served: K-6 does proposed grade configuration match resident district grade configuration? Yes X No

11. Requested Enrollment

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	56	56	56	56	56	56	56							392
Year 2	56	56	56	56	56	56	56							392
Year 3	56	56	56	56	56	56	56							392

12. Is this proposal seeking special treatment under UCA 53A-1a-501.9?
Yes No x

13. Is this proposal seeking priority consideration under UCA 53A-1a-502.5? Yes No x

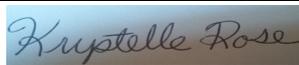
14. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers and titles). None are requested.

Signatures

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.

Name of Authorized Agent: Krystelle Rose

Signature of Authorized Agent:



Name of Charter School Board Chair (if different than Authorized Agent): Dr. Tim McGaughy

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

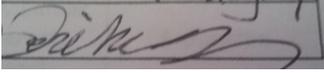
A handwritten signature in black ink, appearing to be "Diana J.", is written on a light-colored background within a rectangular box.

Table of Contents

SECTION 1: EXECUTIVE SUMMARY

SECTION 2: EXHIBIT "A"

SECTION 3: MARKET ANALYSIS

SECTION 4: METHOD OF INSTRUCTION

SECTION 5: GOVERNANCE

SECTION 6: STAFFING

SECTION 7: BUSINESS PLAN (BUDGET INCLUDED)

SECTION 8: SERVICE PROVIDERS

APPENDIX A: WAIVERS

APPENDIX B: BACKGROUND INFORMATION SHEETS

APPENDIX C: ARTICLES OF INCORPORATION

APPENDIX D: CHARTER COUNCIL BYLAWS

APPENDIX E: MINUTES FROM MEETINGS

APPENDIX F: EXECUTED CONTRACTS

APPENDIX G: SCHOOL CLOSURE PLAN

SECTION 1: EXECUTIVE SUMMARY

SECTION 1: EXECUTIVE SUMMARY

Mountain Sunrise Academy (MSA) is a public charter school in Utah following the traditional model of Steiner-Waldorf Education which has a near 100 year proven track record of over 1000 successful Waldorf schools located in 91 countries and spanning five continents. The term “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). A public charter school cannot title themselves officially as a “Waldorf” school as such until the school has been accredited by a public Waldorf charter authorizer such as APWE. Even though we cannot currently use the Waldorf name in our title, it is the intent of MSA to align themselves with Waldorf pedagogy and be an authentic “public Waldorf” school to become certified as an “accredited Waldorf Public Charter” by the Alliance of Public Waldorf Education (APWE). After accreditation, the school will change its name to Mountain Sunrise Steiner Academy, after Rudolf Steiner, the founder of Waldorf Education.

Purpose:

Mountain Sunrise Academy provides a successful educational model of almost 100 years that has been used worldwide and brings this to the community in North Utah County. MSA increases the choice in educational models while improving student learning through arts-integration and multi-disciplinary teaching. MSA uses a whole child developmental model and holistic approach while promoting innovative teaching methods such as teacher looping in which the teacher stays with their class, ideally grades 1-6. MSA brings an alternative and creative method of education that will create an innovative, developmentally-appropriate educational choice for families and meet the needs of students for those that may not be flourishing in the traditional-model schools available in the community.

Steiner-Waldorf Education Background:

MSA receives inspiration for its curriculum and methodology from Rudolf Steiner’s pedagogical indications. Rudolf Steiner founded the first Waldorf school in Stuttgart, Germany in 1919. Although certain subjects may be taught to the students in a Waldorf model at different ages than traditional public school, MSA will use the Waldorf curriculum guidelines and developmental approach to accomplish student achievement outcomes in harmony with Utah Core Standards. Steiner-Waldorf Education uses a child developmental model and holistic approach of teaching, “head, heart, and hands,” which could be characterized as learning in a threefold manner: intellectually, emotionally, and actively; thinking, feeling, willing.

Steiner-Waldorf Education offers a liberal arts, academically rigorous, and arts-integrated multi-disciplinary education designed to promote the growth and development of the whole child. It incorporates sustainable living practices and experiential learning. This mode of education fosters the intellect, nurtures the imagination, recognizes the emotional life of each child, and teaches children capacities to actively create with their hands. Steiner-Waldorf Education’s aim is to inspire children to live engaged and successful lives, prepared to meet the

demands of their world. One of the highest goals is to create free human beings, who are able of themselves, to impart purpose and direction to their lives.

Waldorf Philosophy

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.

Developmental Model:

Steiner-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)

Steiner-Waldorf Education Core Values

- Nurtures the intellect, imagination, and emotional life of each child.
- 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 singing, painting, drawing, flute, violin, 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 discouraged for young children
- 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.”

Location:

Slated to open in North Utah County Lehi/Saratoga Springs/Eagle Mountain area, MSA expects to draw others from a larger perimeter than a typical five mile radius from its physical location. The school’s location will likely draw students from Salt Lake County including Draper, Herriman, Riverton, etc. as well as the area of North Utah County including Lehi, Saratoga Springs, Eagle Mountain, American Fork, Highland, Alpine, Pleasant Grove, Lindon, etc.

MSA will be the first Waldorf Charter School in North Utah County. It will follow the time tested best practices of other Waldorf Schools both public and private and be a member of The Alliance for Public Steiner-Waldorf Education (APWE) with the expectation that in time MSA will proceed on a path for full accreditation from APWE.

MSA will offer 2 mornings and 1 afternoon kindergarten classes and a dual track serving grades 1-6. MSA will serve students of all academic abilities, ethnicities and economic levels.

Mountain Sunrise Academy Mission Statement

Mountain Sunrise Academy focuses on the development of the whole human being in order *to inspire the spirit and imagination of the child and elicit academic excellence through educational artistry.* MSA is a public charter school utilizing a Waldorf pedagogical approach and upholding the virtues of goodness, beauty, truth, imagination, responsibility, reverence, and charity as well as respect for self, others, and the environment.

Mountain Sunrise Academy Vision Statement

Mountain Sunrise Academy empowers children to impart purpose and direction to their lives and truly know themselves thru developing capacities of thinking, feeling and willing. To aid this vision, we strive to provide a beautiful, collaborative campus and biodynamic garden that radiates learning through work and play, positivity, and co-operation.

SECTION 2: EXHIBIT "A"

SECTION 2: EXHIBIT “A”

No portions of Exhibit “A” may be changed unless amended pursuant to Charter Agreement Section 5.3

1. Name: The name of the Charter School shall be Mountain Sunrise Academy.
2. Applicant: A Charter Agreement is granted to Mountain Sunrise Academy, which applied on November 22, 2017.
3. Location: The Charter School shall be established in the North Utah County (area), located within Alpine School District, which location is material to its authorization.
4. Mission statement: The Charter School mission statement, as set forth in the application, is:

Mountain Sunrise Academy’s mission is to aid the development of the whole human being in order *to inspire the spirit and imagination of the child and elicit academic excellence through educational artistry*. MSA is a public charter school utilizing a Waldorf pedagogical approach and upholding the virtues of goodness, beauty, truth, imagination, responsibility, reverence, and charity as well as respect for self, others, and the environment.

5. Purpose(s): The Charter School purpose(s) are consistent with U.C.A. §53A-1a-503 and include:
 1. MSA continues to improve student learning by offering arts-integration, interdisciplinary learning, and lesson block teaching allowing subjects to be explored in depth.
 2. MSA encourages the use of different and innovative teaching methods such as a whole child developmental model focusing on “head, heart, and hands” developing intellectual, social/emotional, and physical/doing capacities, as well as offers teacher looping, another innovative teaching model.
 3. MSA increases choice of learning opportunities for students by providing a developmentally appropriate educational choice for families and meets the needs of students that may not be flourishing in the traditional-model schools available in the community.

Key elements: The key elements of the MSA Charter School, as set forth in the application, are programs and processes that make our school unique. They will be included in the State Charter School Board annual reviews as assurances or may be included in the School Accountability Measures (number 11).

- The school participates in teacher looping
- The school has a focus on arts-integration and a multi-disciplinary approach
- The school holds festivals
- The school has a focus on nature
- The school uses Steiner’s developmental model to guide instruction
- Teachers focus on teaching the whole child by educating children's “thinking, feeling, and willing” or “head, heart, and hands” thus fostering intellectual, emotional, and physical/doing capacities in children.
- Teachers use block plans usually lasting 2-5 weeks to go in-depth into curriculum topics that are taught in an interdisciplinary way and may include but not limited to incorporating speech, movement, music, painting, drama, modeling, project-based learning, etc.
- Teachers participate in chalkboard drawing
- Children at the school create their own “Main Lesson Book” through writing and drawing
- Children participate in movement which may include but is not limited to eurythmy, dance, outdoor activities, and games
- Children have exposure to a foreign language
- Children participate in music
- Children participate in handwork
- Children participate in outdoor activities

6. Opening date: The opening year of the Charter School is 2018-2019.

7. Student population: The grade levels served and maximum authorized enrollment by grade band and school year is:

School Year	Enrollment by grade band				Total enrollment
	K	1 – 6	7 – 8	9 – 12	
2018	56	336			392
2019	56	336			392
2020	56	336			392

8. Governing Board/Charter Council:

a. Number of Board/Charter Council members: The number of Charter Council members will be 5 or greater and not more than 9 voting members.

b. Selection and removal of Board/Charter Council members:

Selection of Board (Charter Council) will include members from school parents, community members/business leaders, the school director (ad hoc) and faculty members (ad hoc). The Charter Council shall constitute itself by appointing individuals to serve, consistent with the provisions of the Articles of Incorporation and Bylaws.

Any officer, agent, or Charter Council member may be removed, either with or without cause, by the Charter Council. Any Charter Council member may resign by giving written notice to the Charter Council president or secretary.

c. Terms of Office: The initial 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 two (2) year terms.

d. Meetings: Meetings will be held 10 months out of the year or more on an as needed basis.

9. Waivers from Board Rule: The Charter School is explicitly waived from the following Administrative Rules: No waiver is requested for MSA at this time.

10. School Achievement Measures: The Charter School agrees to the following school-specific measures and targets, which will be evaluated through the SCSB's annual review.

State Accountability

Measure	Metric	Targets				Weighting
		Exceeds	Meets	Does Not Meet	Falls Far Below	
School Grade	The letter grade given to a school by the School Grading Accountability system	A	≥C	D	F	0%
Federal Accountability	The overall score, used for Federal Accountability and reported on the PACE report card	≥395 for elementary ≥410 for high school	≥335 for elementary ≥345 for high school	≥235 for elementary ≥255 for high school	<235 for elementary <255 for high school	0%

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 many school districts promotes adding Arts into STEM to produce STEAM. This group 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 creativity and critical thinking as it brings 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 would like to incorporate three other Waldorf-aligned school metrics that are reflective of our school mission and vision and be graded on our efforts and effectiveness. These metrics focus on the children, faculty, and community of Mountain Sunrise Academy. These goals may be reviewed and updated to reflect the most recent desires of those associated with the school.

Measure	Metric	Targets				Weighting
		Exceeds	Meets	Doesn't Meet	Falls Far Below	
Child improvement in 3 key capacities of “head, heart, and hands” 1. intellectual 2. social/emotional, 3. physical	Students will be evaluated with ipsative measurement near end of year on these 3 key areas based on portfolio, main lesson book, and classroom work, as well as child observation	≥90%	85%	75%	65%	40%
Classroom instruction will include daily activities offering arts-integration and	During teacher evaluations & surprise drop-in classroom visits, the Executive Director	≥ 95%	>85%	>75%	<65%	40%

interdisciplinary learning.	and/or Pedagogical Director will observe & document during main lesson that the teacher is including music, recitation/poetry, drawing, or movement to broaden and deepen block lesson material in an interdisciplinary way					
Parent satisfaction and involvement with the school.	Surveys will be sent to participating families near the end of year. Results will be evaluated and measured. A series of questions will be tabulated to measure parent satisfaction and involvement.	≥80%	>70%	>60%	<60%	20%

Metric #1

Rudolf Steiner, founder of Waldorf Education stated, “Our highest human endeavor must be to develop free human beings who are able of themselves to impart purpose and direction to their lives.” Based on our school mission and vision we believe children are able to impart purpose and direction by focusing on whole child development in which children are able to develop capacities in “thinking, feeling, willing” which may also be likened to educating children’s intellectual and social/emotional capacities as well as focusing on their capacity to do or create. In Waldorf Schools educational emphasis is on children's holistic development, not solely on their academic progress. We would like to ensure MSA is focused on these 3 key areas as a school.

As our school values nurturing each child and individual achievement this metric will be based on ipsative measures which compares a student’s results against his or her previous results. The advantage of ipsative assessment is that it measures progress and development of each individual. Teacher’s evaluations work especially well in Waldorf Schools as teachers “loop” with their class creating lasting relationships and a real “knowing” of each student.

Metric #2

Interdisciplinary and arts-integration learning is part of Waldorf pedagogy. Being a school that follows Waldorf pedagogy as outlined in our mission, we have developed a school metric to ensure that this is taking place.

Metric #3

Waldorf Education highly values community and parent involvement with the school. In order to facilitate this we desire to have parents and community highly involved with school activities in the classroom, on field trips, and with school festivals. MSA recognizes that we cannot require family involvement but we will both educate about the importance of volunteer hours as well as hold family friendly activities and festivals to attract that involvement. We will also send out yearly parent feedback forms. We're communicating to our stakeholders and sending a clear message that we value their input and involvement.

Student Engagement

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Transfer Rate	Percentage of students enrolled at Oct. 1 who remain in the school through year-end	≤3%	≤7%	15%	>15%
Retention Rate	Percentage of students enrolled at year-end who returned to a school within the LEA by Oct. 1 of the following year	≥90%	80%	65%	<65%

SECTION 3: MARKET ANALYSIS

SECTION 3: MARKET ANALYSIS

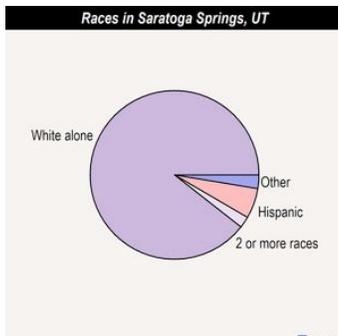
A. MARKET CONTEXT

Mountain Sunrise Academy (MSA) will be located in the city of Eagle Mountain, Saratoga Springs or Lehi in North Utah County. In making this selection, MSA considered several possible sites in Utah County for the school, including Eagle Mountain, Saratoga Springs, Lehi and American Fork. After studying these locations, MSA determined that the tri-city area of Eagle Mountain, Saratoga Springs and Lehi area would be an excellent location for a new charter school. Based in this area, MSA will attract students from the Eagle Mountain and Saratoga Springs area, where population is rapidly expanding, and also Lehi and North Utah County where families are interested in Steiner-Waldorf Education and are willing to travel. This market analysis incorporated a seven-mile radius from the east side of Saratoga Springs, 212 Crossroads Blvd, Saratoga Springs, UT 84045.

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

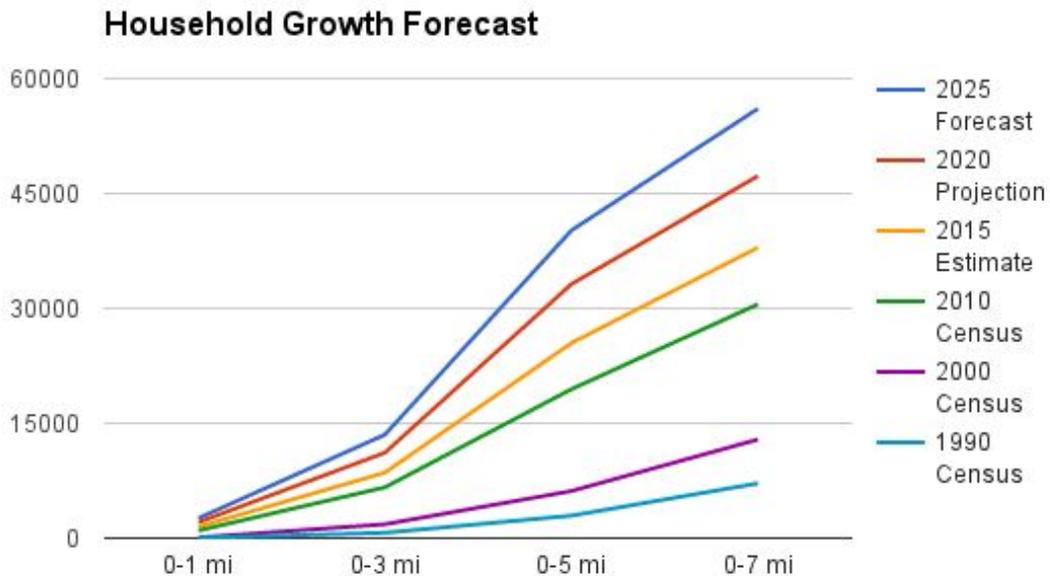
Demographic Description of Potential Students:

MSA's targeted demographic includes children ages 5-12 and grades K-6. The school will be located in the Alpine School District. The ethnicity of Saratoga Spring is predominately white, with the next closest population being Hispanic.



B. MARKET TRENDS

There are multiple trends associated with the demographics in this area that support the opening of Mountain Sunrise Academy.



1. School Target Area in Fastest Growing Cities in Utah

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%.** By placing our school 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.** Alpine district in this area anticipates the addition of **6741 students** from 2016 to 2020—enough to enroll seven or eight more elementary schools.

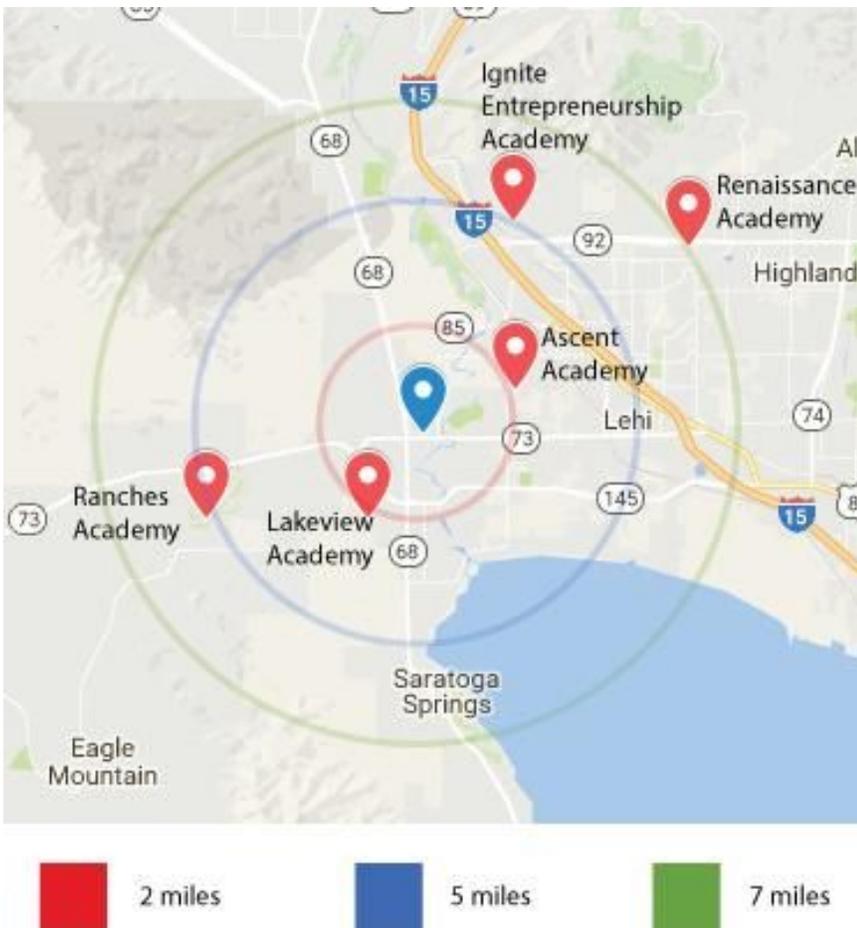
2. Targeted school area has large percentage of school age children

Based on the City Data on Saratoga Springs, Eagle Mountain, and Lehi websites, these area shares the same county and are ranked **#1 on the list of "Top 101 counties with the highest number of births per 1000 residents 2007-2013"**

This data indicates there is a large population of children in these areas and a strong need for the children being born in this targeted area to have adequate schools to accommodate the high birth rate.

MOUNTAIN SUNRISE ACADEMY

3. Limited Charter Availability, Despite Significant Interest



There are currently 4 elementary charter schools located within a seven-mile radius of this location: Lakeview Academy, Ascent Academy, Ranches Academy, and Renaissance Academy.

4. Charter Schools in Target Area have Large Waiting Lists

Lakeview Academy is an elementary school and serves grades K - 9. It is over two miles from this location and for the 2016-2017 school year is fully enrolled **with a waiting list of 538 students**, or one-half of its current enrollment of 967.

Ascent Academy is an elementary school and serves grades K - 9. It is over two miles from this location and for the 2016-2017 school year is fully enrolled. Enrollment data is not available.

Ranches Academy is an elementary school and serves grades K - 6. It is over five miles from this location and for the 2016-2017 school year is fully enrolled **with a waiting list of 450 students**, which is more than current enrollment of 365.

Renaissance Academy is an elementary school and serves grades K - 9. It is over seven miles from this location and for the 2016-2017 school year is fully enrolled with total of 711 students. Waiting list information was not disclosed.

Ignite Entrepreneurship Academy is a new school to be opened for the 2017-2018 school year. The school will serve grades K-8. It is over five miles from this location.

MOUNTAIN SUNRISE ACADEMY

Based on the available information on these charter schools, they are fully enrolled. Two charters in our target area show very large waiting lists totally 988 students, enough to fill 2 large charter schools. The trend has been for charter schools in this area to have large waiting lists and we will serve those in the community by providing an additional school venue.

5. Trend towards School Choice and Alternative Schooling Options

Waldorf Charter School Waiting List

Besides local charter school waiting lists, Wasatch Charter School, a Waldorf Charter that opened in South Salt Lake for the 2016-2017 school year had 422 students on their waiting list. According to the school data, 48 enrolled students are from Utah County. It is highly likely parents would want a closer Waldorf charter to their residence and they would enroll at MSA as their commute is around thirty minutes or longer.

The charter school data demonstrates there is an interest within the community in alternative educational venues. The data shows the demand and trend in this area.

6. Waldorf Education Holds Similar Values to the Community it will Serve

Lake View academy is one of the few charter schools in the area and is a **project based, hands-on** Elementary school.

“We strive to create a learning environment that is fun and exciting as well as challenging. 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.** The **arts, technology and community service** are fundamental dimensions of this experience.” - Our Philosophy, Lakeview Academy, Saratoga Springs, UT.

According to school's data, there are 538 students on the waiting list which shows that community values experiential, multi-sensory learning, as well as the arts and understanding from personal experience. We will be able to meet the needs of those children on the waiting list. MSA will provide similar opportunities through hands-on and project based experiential learning such as gardening, science, class plays, music, and fine arts.

Community Values Align with MSA's Arts-integration and Inter-disciplinary Focus

The community of the targeted area shows a great interest in the fine arts and music. The new 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.

Local Interest in our School

Since our first application approval in July we launched our MSA Facebook page. In the short about of two month’s time it has gained 158 likes and keeps growing. During this short time **over 60 families** filled out our “intend to enroll” survey with a total of **103 children calculated from survey results as potential students.**

Target Area Interest

We shared the link to our online survey on Facebook city pages in Eagle Mountain and Saratoga Springs. 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 experiment is crucial for today and tomorrow’s problem solving children to succeed.”

MOUNTAIN SUNRISE ACADEMY

“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 County Interest

In May 2016, **200 signatures** and letters of parents were collected that showed support for a **new Waldorf school in Utah County. 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 in Utah outside our target area in which many expressed a willingness to drive to our school include:

“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!”

Interest in Waldorf Education in Utah

- The Utah Waldorf Facebook group which began in 2011, consists of 430 members and has been steadily growing through the years as people discover this educational modality and express in the group how they value Waldorf Education.
- During the last few months as a team, we've been sharing our page on social media about our school initiative and at Utah events we've educated families about Steiner-Waldorf Education and shared information about our charter initiative. We continue to market the school by involving volunteers, using social media tools and participating in community events to educate others about our initiative. We've been able to gather **over 75 signatures of support**. 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, the first Waldorf School in Utah opened with full enrollment of 540 and 422 on the waiting list. **48 enrolled students live in Utah County and**

commute to the school, and would likely prefer a Waldorf School in closer proximity to their residence.

- Even though Wasatch Charter School only opened this year, their Facebook page has over 800 likes, which shows a great interest in Waldorf schooling in Utah.
- Five yearly Utah Waldorf Conferences have been held in Utah starting in 2012. Last year the conference attracted participants not only from Utah but 6 other states.
- Reviewing these results by looking at Utah as a whole show that there is support Statewide and an increasing trend of interest for Waldorf Schools in Utah.

Challenges

One of the identified and perceived challenges is that of building our school near “Silicon Slopes,” a high tech business area in Lehi. Steiner mentioned that schools should teach about and attend to topics affecting the children and surrounding culture. Waldorf Education 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 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.

Richtel, in a 2011 New York Times article stated, “Waldorf schools have been very popular with parents working in the technology sector, including those from some of the most advanced technology firms. In one Silicon Valley school, ‘three-quarters of the students have parents with a strong high-tech connection.’ A number of technologically oriented parents from the school expressed their conviction that younger students do not need the exposure to computers and technology, but benefit from creative aspects of the education; one Google executive was quoted as saying “I fundamentally reject the notion you need technology aids in grammar school.”

Steiner-Waldorf education which cultivates creative and critical thinking is highly valued by big businesses. “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)

The successful whole child developmental model found in Waldorf Schools in the last near 100 years are becoming more known and valued. Several high-tech leaders are interviewed and share their interest in Waldorf Education in a 2013 video called, “Preparing for Life.” This video is available to view on YouTube. (<https://youtu.be/B-ZSeepDmPE>)

Another identified challenge relates to lack of technology in the younger grades, which will likely affect computerized testings. We acknowledge that our younger children may be at a disadvantage in the lower grades testing as they will not be familiar with media tools, screens, keyboards, as children in other schools will be. Our preference is for pencil tests in the younger grades, especially those under 3rd grade. However, MSA understands and will follow the mandated testing requirements with the understanding that our students may test lower than other schools due to unfamiliarity with the testing apparatus’. Due to this concern and the school’s mission of developmental appropriateness, we wanted to lessen this testing pressure for the younger grades. We have weighted state and federal testing at 0% and instead provided other accountability measures for our charter school in line with our mission and vision.

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. However, Waldorf children do test very well in the older grades. 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, academics typically 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.**

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.”

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.

Marketing & Recruiting Plan:

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. 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:
 - a. 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
 - b. Collect data from public information events and speakers
 - c. Monitor public comment on Facebook
 3. Leverage educational offerings through partnerships:
 - a. Development of marketing strategies to attract partnerships that will enhance the educational offerings of MSA.
 - b. 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.

Strategic Recruiting Plan

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

1. Location for MSA is ranked #1, #3, and #4 of fastest growth in the State for the 3 bordering cities of Saratoga Springs, Eagle Mountain, and Lehi respectively
2. 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
3. Large waiting lists in existing charter schools in the area
4. Projections of continued anticipated population growth
5. Opening a school with similar values in the community
6. 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
7. Establishing a time-tested Waldorf model school that has seen success for almost 100 years and has been established in 91 countries
8. Research shows a trend and interest in Waldorf Education in Utah, the U.S., and Worldwide
9. Residents in the Target area, Utah County, and Utah State have indicated interest in Waldorf Education

SECTION 4: METHOD OF INSTRUCTION

SECTION 4: METHOD OF INSTRUCTION

MSA Will Align with Utah Core Standards

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

The Alliance of Public Waldorf Education has established a “**Public Waldorf-Common Core Curriculum Alignment and Handbook**” which MSA will use when developing it’s own curriculum. 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.

In order to facilitate fidelity with the Waldorf method and its proven curriculum, MSA may introduce certain concepts and topics at a later or earlier grade level than that set forth in the Utah Core Curriculum. However, over the progression from Kindergarten to 6th grade all topics, concepts, and competencies and more will be covered. For example, MSA’s nature curriculum will expose children to observations about the natural world in first and second grades, but these will remain in the realm of observed experiences, rather than abstract explanations. While the Utah Core places the study of rocks and minerals and volcanoes and weathering in the second and fourth grades, MSA students will notice and make observations about the rocks and weathering they observe, but will save their in-depth examination of mineralogy for the sixth grade. Gardening is studied through direct observation and actual experience in 3rd grade which 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.”

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

First Grade Curriculum: Content, Objectives, Skills, & Assessments

Subject Content	Language Arts	Science	History and Social Studies	Math
Description of Waldorf Content	Pictorial and phonetic introduction to letters; writing; fairy tales from around the world; singing; poetry recitation; form drawing	Nature stories; nature walks; observations; gardening; investigation of the natural world	Multicultural stories and class and school community building; understanding of responsible behaviors for health and safety	Qualities of numbers; introduction of the four operations in arithmetic; mental math processes
Utah Core Skills Taught / Objectives	Phonemic awareness; ability to form letter shapes accurately; reading of basic texts; comprehend and answer questions about texts; compose (orally or in writing) opinions, explanations and narratives based on stories told and read; understand sequence and temporal language	Forming ecological awareness, developing keen observation skills, attention to detail; understand healthy behaviors; predict possible consequences for actions; observe using senses; sort natural objects; compare and contrast seasonal weather changes	Participation in collaborative conversations; ability to ask and answer questions about information; ability to describe with details; follow rules and engage in safe behaviors; understand differences and attributes of schools and neighborhoods and roles of people	Understanding of quality of numbers – value, form, representation of tens and ones; ability to solve basic addition, subtraction, multiplication and division problems; determine unknown numbers; counting and sequencing to 120 by 1’s – 12’s

Assessment Measures	Second Grade Readiness; MSA Formative Assessment; DIBELS; Evaluation of Student Work	Second Grade Readiness; MSA Formative Assessment	Second Grade Readiness; MSA Formative Assessment; DIBELS; Evaluation of Student Work	Second Grade Readiness; MSA Formative Assessment; DIBELS; Evaluation of Student Work
----------------------------	---	---	---	---

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

			independently with accuracy; create simple rhythm	
Assessment Measures	Second Grade Readiness; MSA Formative Assessment	Second Grade Readiness; MSA Formative Assessment	Second Grade Readiness; MSA Formative Assessment; Evaluation of Student Work	Second Grade Readiness; MSA Formative Assessment

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 talks 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, much like in kindergarten. 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.

Public Waldorf Accreditation

The term “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). The use of standardized and required testing, as well as the removal of certain aspects of traditional Waldorf curriculum and practices, means that Mountain Sunrise Academy is not a private Waldorf school, and thus, cannot claim to be one in title. The rise of public, charter schools inspired by Waldorf methods and curriculum is leading to the possible development of criteria through which public, Waldorf-inspired charter schools could become accredited. The Alliance for Public Waldorf Education, of which Mountain Sunrise Academy will be a member, is the primary support network and advocacy group for public Waldorf charter schools in the United States. MSA intends to continue its

membership with the Alliance for Public Steiner-Waldorf Education, remaining informed about future developments in this accreditation process and when “accredited will change the name of the school to “Mountain Sunrise Steiner Academy” after the founder, Rudolf Steiner.

The Essence of Steiner-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.

Steiner-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 Steiner-Waldorf Education stated, “**Receive the children in reverence, educate them in love and send them forth in freedom.**”

Steiner-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. Steiner-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 Steiner-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)

Curriculum Use

MSA will use a hybrid of using existing curriculum as well as develop their own school curriculum.

Existing 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."

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 Pedagogical Director and other staff to ensure that they follow both Waldorf pedagogy as well as make sure they are aligned with Utah Core Standards.

Developmental Stages

The Waldorf-inspired 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:

Start Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15	Child Drop-off	Child Drop-off	Child Drop-off	Child Drop-off	Child Drop-off
8:30	Teacher Greet-Circle Time	Teacher Greet-Circle Time	Teacher Greet-Circle Time	Teacher Greet-Circle Time	Teacher Greet-Circle Time
9:00	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
11:00	Math/Literature Extra Lesson	Math/Literature Extra Lesson	Math/Literature Extra Lesson	Math/Literature Extra Lesson	Character Development
12:00	Lunch	Lunch	Lunch	Lunch	Child Pick-up
12:25	Handwork	Spanish	Handwork	Spanish	

1:15	Eurythmy	Choir	Folk Dance	Painting	
2:05	Pentatonic Flute	Movement/Games	Gardening	Eurythmy	
2:50	Class Clean-up	Class Clean-up	Class Clean-up	Class Clean-up	
3:00	Child Pick-up	Child Pick-up	Child Pick-up	Child Pick-up	

STEINER-WALDORF EDUCATION SUCCESS

*“I believe that Steiner-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.**”*—Elliot Eisner, **Professor of Education at Stanford University and former President, American Association for Educational Research**

Steiner-Waldorf Education is the fastest growing educational movement in the world

While in 2010 there were twelve Waldorf-inspired public schools in the United States (Pappano, 2011), in 2015 there were forty-two such schools. (Alliance for Public Waldorf Education, 2015)

Johnson, a writer for the *New Yorker*, wrote about Steiner-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)

Research Based Education

There is a growing body of research substantiating Waldorf practices and curriculum and their holistic, balanced approach to education.

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 research has important implications for MSA and the broader Waldorf public charter school movement. The latest research in educational neuroscience establishes strong linkages

between high student achievement and Waldorf-inspired methods. In fact, 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 will embrace opportunities to disseminate best practices.

Eric Oddleifson, in an address to public school principals in Boston quoted Ernest Boyer who was the former president of the Carnegie Foundation for the Advancement of Teaching, "One of the strengths of the Waldorf curriculum is its emphasis on the arts and the rich use of the spoken word through poetry and storytelling. The way the lessons integrate traditional subject matter is, to my knowledge, unparalleled. Those in the public school reform movement have some important things to learn from what Waldorf educators have been doing for many years. It is an enormously impressive effort toward quality education." (1995)

USA Research

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 students have low transiency and suspension rates and positive student achievement outcomes on standardized state assessments." (Beckham, Friedlaender, Darling-Hammond, Zheng, 2015)

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 Steiner-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 are typically less exposed to standardized testing; such tests are generally absent or minimal in the elementary school years, especially 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 detailed analysis.

Perhaps the most significant support for Steiner-Waldorf Education comes from an unlikely source, 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 Steiner-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

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 Steiner-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 Steiner-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 type's strengths: in particular, that state schools could benefit from Steiner-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.

Exceptional Educational Experience

MSA will provide an exceptional, time-tested and research-based, educational experience for students. 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 8th grade, MSA students will equal or surpass their counterparts as measured by State assessments.
- **Institute a Thriving and Complete Waldorf-Inspired 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-Inspired 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-inspired 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.

*In addition to the State growth and achievement measures, student achievement will be additionally measured and evaluated using the variety of methods indicated by the Steiner-Waldorf Education model such as whole child rubrics, portfolio reviews, and teacher evaluations. These are expanded upon in “Exhibit A.”

Steiner-Waldorf Education is built upon enduring human traits and needs, making it just as relevant today as it was in Steiner’s generation. Our global society faces progressively more complicated political, social, economic, scientific, health, and environmental challenges. There is an undeniable urgency to educate our children for the 21st century. 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.

Waldorf Education embraced by “Big Business”

Some recent articles about big businesses attraction to Waldorf Education are included in our Market Research section. Some of these valued qualities that businesses look for when hiring and are typically found in a “Waldorf Student” include:

- **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.
- **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.

Steiner-Waldorf Curriculum Overview

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 1 ½ to 2 hours. New material is often presented thru the use of storytelling. Afterward, 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 on-going 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 block studies 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.

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.

SPECIALLY TAILORED CURRICULUM

As a public charter school, MSA blends Waldorf methods 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 class 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 student well-being, while placing an emphasis on relationships as a means for learning. Mutual respect leads to trust and strong relationships. Renowned educational researchers have cited specific advantages to the looping model, including the following:

- 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, risk-taking, and involvement
- 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 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 its 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. 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 Steiner-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.

EDUCATIONAL PROGRAM

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."** Steiner-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 expected 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 2-4week 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.

Steiner-Waldorf Education approaches reading instruction from an almost opposite direction specifically so that instruction is synchronous with the development of children. Reading is much more than recognizing sound/symbol relationships. For true reading to occur, there must be a corresponding inner activity that takes place as the child decodes words: that is, the child must form an inner picture of what he or she is reading so that comprehension develops. The rich life of the imagination is most potent in a child during kindergarten and early elementary years and is present at the same time that the child's sense for the sound and rhythm of

language is at its peak.

To capture these capacities at the time that they are most present in the child is the rationale for a foundation of reading that begins first with spoken language. The rich language of fairy tales, the pictorial imagery of songs and poems and the desire of the young child to listen to stories and repeat rhymes and sing songs all become the basis for a language arts curriculum through which a child may come to love "the word". Imagine how much more complex and imaginative are the stories to which a child may be introduced if they are orally presented rather than through the simplistic language of a reader. Imagine how much a child's vocabulary can develop from listening to the content that the teacher brings. Imagine also how much more sophisticated a child's understanding (comprehension) of the world can become through hearing the rich and complex language in the teacher's presentations and stories.

For all of these reasons, Waldorf students will be given a strong foundation in comprehension, vocabulary and in the sounds and meanings of their native tongue. Then students will be introduced to writing and spelling the letters and words that are part of their stories. **They learn to write before they learn to read. As a final step, the students will read from their own texts describing the stories that they have heard and know.** In this way, students have the proper time to develop all of the skills that are part of the complex skill of reading at the time when it is most appropriate for them to do so. **When reading is approached in this way, children become voracious readers who love and understand what they choose to read.**

Approach to Literacy

As with all good teaching, we build from the known to the unknown when it comes to literacy. Rather than push a student to decode quickly, **we concentrate on building a solid foundation for long-term writing and reading success. This foundation begins with what the child already knows—oral language.**

The first grade child learns how to write and then read what he has already learned to say. This builds upon his assets versus deficits. Over the course of the year, the teacher introduces the letters and sounds in imaginative ways. **Story, art, music, movement, sculpture, vivid language, and other creative learning strategies are used to integrate the senses and inspire students.** As a result, the students' motivation and joy in learning are significantly raised.

Students become increasingly capable of writing and reading sight words as the first grade year progresses. The teacher presents the study of these words in the context of compelling and age-appropriate stories. This work is done during Main Lesson and practice periods.

Learning to Read

MSA uses both the whole language approach and phonics instruction to teach students to read. The reading process begins from the teacher's own instruction and writing. Learning is familiar and relevant. By the end of first grade, many students will be reading simple books and will know dozens of sight words. Most will clearly understand that letters represent sounds, which form words, and that these words can be used to say fun, creative, and powerful things on paper. Students enjoy a variety of stories and become adept at talking about the sequence, characters, settings, and events of a story. Some students may learn to read independently and

fluently in the first grade year. The focus of literature is primarily on fairy tales because they speak to the developmental needs and interests of this age. Children are also introduced to writing through the approach of form drawing in which they are first introduced to “line” and curve.” As the child progresses thru the grades form drawing activities become more advanced.

By second grade, students’ writing will become increasingly beautiful as the teacher carefully models penmanship and guides them through form-drawing classes which actually teaches cursive handwriting through brain integration. By the end of the second grade year, more students will have learned to read independently and fluently.

The vast majority of third grade students read independently and fluently. Their cursive handwriting and spelling improves dramatically over the course of the year. While the approach described above is typical, other strategies may be implemented when needed.

Handwriting Research

Additionally, handwriting is key for learning, memory and creatively development. In many schools, handwriting is hardly taught any more. At Waldorf schools it is a mainstay of the curriculum throughout the elementary grades. New research shows that the fading art of handwriting can benefit children's motor skills and their ability to compose ideas and achieve goals throughout life. An 2014 article in the Wall Street Journal describes how, by using advanced tools such as magnetic resonance imaging, researchers are finding that writing by hand helps with learning letters and shapes, can improve idea composition and expression, and may aid fine motor-skill development. Another recent study demonstrated that in grades two, four and six, children wrote more words, faster, and expressed more ideas when writing essays by hand versus with a keyboard. (2014, Konnikova)

Reading to Learn

The literacy level of students begins to soar during third grade as students enter the *reading to learn* stage of their development. Students become increasingly motivated to read independently about their own interests as well as to study for school. They comprehend more fully what they’ve read and are equipped with an arsenal of effective reading strategies, including clarification, questioning, summarization, and prediction.

Students in the upper grades are often seen reading respected fiction, rigorous nonfiction, as well as articles from magazines and newspapers. According to current student achievement data collected through the ZOOM! project of the California Charter Schools Association, **students in Waldorf-inspired schools begin to outperform their counterparts in traditional school settings on standards-based test scores in English-Language Arts at third grade and above (Oberman, 2010).**

Approach to Mathematics

In the early elementary years, math instruction flows from the whole-to-parts and is especially integrated and playful. The 4 processes of addition, subtraction, multiplication, and division begin in first grade. Stories, art, manipulatives, music, mental games and movement are used to stimulate students’ neural resources and to create a learning context. The primary mathematical operations are taught side by side to demonstrate their interdependence and to discourage the “one right answer” mode of thinking. Such an integrated approach to

mathematics commands attention, builds-up critical thinking capacities, facilitates memory, and imparts a joyful appreciation for the qualities of numbers.

The mathematics program becomes increasingly practical for the nine to eleven year-old child, when useful skills for daily life are strongly emphasized, including: multiplication, long-division, measurement, decimals, and fractions. Such topics are introduced in the context of thematic instructional blocks related to gardening, cooking, building, zoology, etc. In this way, mathematics is made meaningful and comes *alive*. Additionally, children of this age are challenged to make good use of their expanding capacities for personal discipline.

By the time students reach middle school their confidence as mathematicians is solidified. MSA will be careful to ensure that individual children have positive experiences with mathematics from the outset. Now equipped with a solid foundation and positive attitude, adolescents develop an affinity for the concrete nature of mathematical laws. The *objectivity* of mathematics offers them comfort during potentially turbulent years.

The curriculum meets the expanding developmental capacities of students through in-depth study of business math, algebra, and geometry. Students create order, think rationally, engage in logical exercises, and visualize spatially. By the time the majority of eighth graders exit the mathematics program, they are proficient in foundational mathematical skills, have been introduced to important principles of geometry, and have completed Algebra I.

Science through Observation

Science standards are taught in a phenomenological approach through *observation* and *experience* of our natural environment. Through nature studies, gardening, and environmentally conscious practices, the children develop reverence and a sense of guardianship for the Earth and all of its inhabitants. In the upper grades, the teacher sets up experiments, and call upon the children to observe carefully, ponder, discuss, and write up scientific observations. The students then draw their own conclusions. Through this process, rigorous independent thinking and sound judgment are cultivated. Zoology, botany, chemistry, physics, astronomy, meteorology and physiology are presented in the upper grades.

Role of Technology

At MSA, technological literacy occurs in a specific and gradual timeframe. Technology is used as a learning tool during middle school. Before this time, it is critical for students to interact with one another and with teachers in exploring the world of ideas, participating in the creative process, and developing their social skills and inner qualities. As older students, they become proficient in computer technology and web-based research. Many Waldorf graduates have successful careers in the computer industry (Educational Leadership, 2008)

Technology and media are not used in the typical Waldorf School until the upper grades. Perhaps surprisingly, even parents employed in high-tech firms embrace Waldorf Education. "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)

Humanities and Multiculturalism

MSA teaches students to appreciate the diverse cultures that have influenced humanity over the centuries. Children are exposed to world cultures through the presentation of the peoples, legends and literature of the world. The students gain flexibility and an appreciation of the diversity of humankind. The performing arts curriculum is an integral part of these studies, culminating in an annual class play performance in second through eighth grades and musical performances.

Significantly, it is not only through their studies that students learn to be *multicultural* and *tolerant*. The children in any class come from a variety of backgrounds. These groups of mixed religious, cultural, social, economic, and ethnic elements coalesce together into a cohesive community, which stays together for *multiple years*. In this way, MSA classrooms are microcosms of larger society. Social harmony is developed through positive peer interactions that are sustained over time.

The net result of our multicultural curricula and intimate educational environment is an especially inclusive schooling experience. Steiner-Waldorf Education was commended by the *United Nations* for promoting peace and tolerance in impactful ways (Hart, 2001).

Foreign Languages

Foreign Language usually begins in first grade, giving children insight into and familiarity with another language and culture when they are especially primed to absorb this. Children ideally have exposure to two languages although low school budgets often prevent two languages being taught. Through the grades, the foreign language program expands to include reading, writing, grammar and conversation so students become increasingly proficient in at least one foreign language. Spanish is the chosen language that will be taught to students across the grades. A second foreign language such as Russian may be introduced at a future date or by active participation of parent volunteers. Aspects of other languages (e.g., Latin, Greek, Hebrew, etc.) are also woven into the curriculum.

Music

MSA's music program will include Kodaly, Orff, or other similar experiential music education modalities. Music is a central component of our curriculum and is found in every classroom. Instrumental music practice begins in first grade, with flutes/recorders that are stored in cases the students knit themselves; in 4th grade students learn an orchestral instrument, usually the violin.

Practical Subjects

Practical work such as crafts, woodworking, and handwork (handicrafts) are brought to the students using natural materials. Research confirms that optimal brain development is founded on refined motor development. Learning to knit, crochet, sew, whittle, etc. develops the motor skills that enhance intellectual development, concentration, coordination, perseverance, and imagination (NY Times, 2009) Students also have hands-on experiences building shelters, gardening, participating in animal husbandry, and cooking.

Such practical learning builds on the student's innate sense of *wonder* and *awe* at nature. For instance, in gardening they observe seeds, the young seedlings about to be transplanted, the young plants with leaves reaching for the sun, the developing plant with flowers, and the

mature plant with its fruits, vegetables or roots for harvest. Students also observe the circle of life by watching the older, dying plant with its seeds and then its transformation through the composting to rich soil to nourish new seeds.

Interdependence and Stewardship

Another primary goal of the practical curriculum is to instill in students a deep understanding and respect for the interdependence between humans and the natural world. Students appreciate that every action impacts the environment, and that their choices have significant consequences for the natural world and other human beings. Students engage in learning experiences and activities that cross curricular boundaries, promoting a strong sense of environmental stewardship, community responsibility and service learning.

Will and Work Ethic

Practical responsibilities increase as the children become more capable. Over each year, expectations for sustained and focused work become more apparent. The practical offerings instill positive life habits such as responsibility, hard work, and appreciation for others' labor. Developing the will and drive to complete practical hands-on projects in turn fosters a sense of accomplishment and pride.

Physical Education and Games

A wide variety of age-appropriate physical education classes and games will occur. They are an integral component of the educational program and promote spatial awareness, healthy group dynamics, and physical health.

Main lesson

During *Main Lesson*, there are three distinct stages of learning:

Stage One generally takes place over one day. The teacher guides students through specific learning activities from *whole-to-part*. The children experience this with minimal abstraction so they can absorb the new information deeply. For example, at the beginning of a sixth grade geometry lesson students might observe and then draw natural phenomena such as flowers. As they discover the innate patterns, geometrical concepts emerge. This method is in contrast to teaching that is too abstract or isolated from context, which can then become discouraging and indigestible.

Stage Two usually occurs the next day. After literally "sleeping-on" the previous day's content, the children summarize it in their own words with minimal but conscious input from the teacher. In *Classroom Instruction that Works*, Dr. Robert Marzano established that summarization and effective questioning boost student achievement more than nearly any other known teaching strategies. (Research in cognitive psychology has found that long-term memory is greatly improved if students process material in a deep and meaningful way. Self-generated elaboration, as happens when a child retells or summarizes information, leads to better recall than mere study of material, as it establishes a long-term memory trace. In this way, the content becomes "owned" and "reconstructed" in new ways by the students. Retelling during Stage Two is consistently more vivid and integrated. The literal process of sleep is seen as an essential part of learning.

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

Teachers work hard to present information from whole to parts and 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.

Teacher Art

Teachers use chalkboard drawings to spark student storytelling and are inextricably linked to the learning process. Stories are how people remember. As philosopher Isak Dinesen explains, *“To be a person is to have a story to tell”* (Bitgood, 1993).

Form Drawing

Form drawing, the freehand drawing of geometric shapes, is a subject taught in Waldorf-inspired schools that is not offered in most other schools. Students practice form drawing starting in first grade and typically continue with it through fifth grade. The forms the children draw each year are chosen to resonate with the developmental challenges they typically experience that year and with the academic subjects they study in each grade. In fourth grade, for instance, the children work with fractions and so draw geometric forms that express fractions in visual shapes. Students also draw forms that relate to the cultures they are studying. In fifth grade, elaborate designs are derived from ancient Greece and Egypt as they study those cultures. Form drawing aims to develop specific qualities in students:

Concentration: The children draw slowly and with care, trying to make each shape as well done as possible. Even “simple” forms require focus.

Hand-Eye Coordination: Drawings are usually modeled from an example the teacher draws on the board, which requires the child to repeatedly look up at the example and back down to his or her own work.

Handwriting: Children draw flowing shapes that are reminiscent of numbers, letters, and beautiful cursive handwriting.

Spatial Intelligence: Form drawing requires students to distinguish between left and right, or top and bottom. This develops spatial intelligence, organization, and an understanding of how individual parts relate to the whole.

Handwork

Handwork is a key element of the educational program, and is critical to the social-emotional, physical, and intellectual development of children. Handwork typically begins in kindergarten with finger knitting and continues with more complex knitting, crochet, embroidery, cross-stitch, sewing, spinning, weaving, and wood carving as the student progresses through the grades. Individual project-based activities develop eye-hand coordination, hand strength, dexterity, fine-motor skills, and the ability to purposefully track with the eyes (which helps eliminate some reading difficulties). Recent brain research has found that using the hands in such ways opens up neurological pathways that would otherwise atrophy. While relaxing and fun, handwork also

involves strong “will-activity” as it demands concentration, perseverance and problem solving.

Eurythmy

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

High-Quality Materials & Aesthetics

High quality materials, many of which are specially designed for the curriculum, further allow students the experience of success in their school activities, promoting self-esteem, a sense of value for quality work, and increased motivation for completing schoolwork in the classroom as well at home. In first through eighth grades specially designed main lesson books are used to allow students to create their own thematic subject books for each unit block. In the kindergartens and lower grades, age-appropriate play materials are selected or hand-made, and include wood, silk, wool, and other natural materials. Students feel more connected to the environment using materials made from the natural world. Students also tend to focus better and feel more relaxed and nurtured when warmly surrounded by an environment of beauty and simplicity, avoiding classroom décor that is too busy.

Selected Interventions

Selected interventions are implemented by teachers for students identified as achieving below average grade level expectations. Interventions may include, but are not limited to, any of the following:

- Utilizing other teachers for collaborative, individual or small group instruction
- Utilizing parent volunteers for individual or small group instruction
- Peer support with older students, e.g. “reading buddies”
- Individualized or differentiated math, writing, reading, and spelling approaches
- Increased movement/sensory integration activities
- Modified class work, extra lessons, or extended learning opportunities
- Additional parent /teacher communication or partnerships

Meal Times and Scheduling

Whether students are provided lunch or are bringing their own, MSA will provide:

- Students with at least 20 minutes to eat after sitting down for lunch.
- Meal periods scheduled at appropriate times, e.g., lunch will be scheduled between 11 a.m. and 1 p.m.
- Lunch periods scheduled to follow recess periods to encourage healthy eating habits.
- Access to water during meal times, at least through water fountains.
- Access to handwashing or hand sanitizing before students eat meals or snacks.
- Student will eat with their class in their classrooms or outdoors and share clean up chores.
- Students are encouraged to bring reusable containers and to compost uneaten foodstuffs. Compost bins will be provided.

Child Study

If a student does not respond to initial teacher interventions, the student is referred to the *Child Study* process. Child Study occurs during the weekly Faculty Meeting. The class teacher initiates the process by giving colleagues a complete and holistic picture of the child. After the child is described physically, socially, and academically, the teachers have an opportunity to ask additional questions. Discussions of a particular child may take place during several meetings. Next, the teachers are asked to observe the child for one week. Then, the parents of the student are often invited to describe their child and to offer insight or suggestions. Teachers and parents brainstorm together in order to find solutions to help the student become more successful.

The curriculum inspired by Steiner-Waldorf Education is, by nature, multi-disciplinary. It involves academic learning supported by a rich artistic curriculum along with movement instruction and social learning. Ideally, this creates a climate where all children succeed in some areas, while seeing their classmates excel in others. This learning atmosphere builds individual self-esteem, as well as students' respect for each other as important members of their classroom learning community.

Methods for Measuring Student Progress

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.

“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.

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, along with the mandatory state assessments, give a picture of students' individual strengths and weaknesses. 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 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.

Criteria Referenced 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 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 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-Biographical student work, development of a person's "I", improvements in one's own development. Biographical level works into and informs all assessment. Normative and summative assessments contextualises formative and ipsative.

Demonstrations include 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 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 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); Physical Capacity (body); and, Social-Emotional capacity (heart). MSA educators provide a variety of descriptive feedback to students and families within a non-competitive learning environment.

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 pedagogical 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 pedagogical 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 Pedagogical 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.

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 pursue 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.

TEACHER RECRUITMENT

Competitive Pay

MSA offers competitive pay for teachers including a good market salary according to teacher's skill set and 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 inter-personal 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. Another option should the faculty choose to adopt it would be to stay late on another school day for Professional Development and leave on early release Fridays after students have been dismissed.

Administrative Professional Development

The Executive Director and Pedagogical 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. Comments from Waldorf teachers have also included that learning new topics each year keeps them “fresh” and always engaged in new learning rather than teaching the same subjects year after year. 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:

1. Two colleges in Utah County; BYU and UVU job fairs as well as potential internship partnerships.
2. 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 as those who attend these conferences are already interested in arts-integration and interdisciplinary learning.
3. Advertising in the Utah Waldorf Facebook site and other Waldorf social media sites.
4. Flyers and advertisements in local media.
5. Advertising in “Waldorf Today,” an online job board for Waldorf 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.

Admission Preferences for Initial Enrollment

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.

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.

MSA will not be implementing any of the following:

- Career education is a focus of the charter school.
- We intend to offer distance and/or online education.
- We intend to partner with a four-year college or university and offer early college options.

Works Cited

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

Avison, Kevin and Rawson, Marty, 2014. *The Tasks and Content of the Steiner-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.*

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

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

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/magaine/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.) Retrived 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). "Steiner-Waldorf Education in Public Schools: Educators adopt this developmental, arts-rich approach." Harvard Education Letter

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

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

(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 5: GOVERNANCE

SECTION 5: GOVERNANCE

Invested and Competent Governing Board/Charter Council

Mountain Sunrise Academy's Charter Council members consist of committed, competent, and invested members to found a school.

- 88% of our Charter Council Members have solid business experience.
- 75% of our Charter Council Members are parents or grandparents who are vested in the school as they desire their children and grandchildren to attend the school.
- 63% of our Charter Council Members have a strong background in education.

Our Interim Executive Director also has robust experience in education and business, as well as is a parent. She currently has a Master's Degree in Waldorf Education and will soon acquire her MBA.

Due to MSA's collaborative nature, it was decided to call the "Board" a Charter Council, following the example another public Waldorf Charter School, River Oak, has done in California. 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.

There are currently 8 members on MSA's Charter Council. We plan to recruit one more member to make a total of 9 as we have been advised that 9 charter council members is an ideal size for founding a school and will obviously avert a 50/50 decision vote. All Council members are upstanding citizens and represent the community well.

The Charter Council also has a robust and highly experienced Advisory Council consisting of 16 individuals who 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, business, art, music, writing, finance, psychology, public relations, community involvement, public speaking, marketing, and leadership development.

Current Charter Council Members

The founders of MSA represent a diverse group of experienced individuals who are committed to providing the best possible educational experience to students in Utah. They have 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, real estate, medicine, strategic planning, human resources, community event planning, psychology, special needs, and child development.

Dr. Tim McGaughy, Charter Council President: M.D. (University of Oklahoma) and 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 from Tufts University with 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.

Stephen Joseph, Charter Council Vice-President: 25+ years small business owner, and leadership/management consultant. Seven years with Dr. Stephen R. Covey's Leadership Center, where he co-authored Principled-Centered Organizational Change, and co-founded/lead their Change Consulting practice. Spent seven years as a business, commercial real estate, and mortgage broker. Started professional life with 15 years as a human resources manager.

Chris Allen, Charter Council Treasurer: 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 Ivy Preparatory 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 Secretary: B.A. Art History, finance, customer service, quality control, snowboarding trainer, organizational management, parent.

Karri Auffhammer, Charter Council Member: 11 Years at Columbus Community Center as an Advocate and Work Advisor for people with disabilities. Provided Life Care for two Alzheimer's afflicted adults from 1996-2003. 2 Years at Rudolf Steiner College studying Anthroposophy, Art, Goethean Phenomenology. 1994-1996 worked on the Board of Oakland Steiner School. Worked 15 years assembling, testing, and performing Quality Assurance on high power CO2 and YAG laser systems for Lumonics Inc. Served in the USN for 5 years as Sonar Technician achieving the rank of E5.

David Fawson, Charter Council Member: David has been an educator, mentor, public speaker, and entrepreneur for the last 8 years. He is the creator of Odyssey of Hope and Quest Leadership Project. David obtained his bachelor's degree in Social Science for Southern Virginia University and Master's degree from George Wythe University. David has been invited as a speaker at numerous conferences regarding education and fulfilling one's personal life mission. His interests include kayaking, playing basketball, and spending time with his wife and four children.

William Mark, Charter Council Member: Juris Doctorate; 2000, B.S. 1997; Co-founder and Co-owner of a law firm that represents some of the world's largest financial institutions and employs approximately 100 people across six states. Attorney and business owner/advisor for over 16 years. Experience in federal and state appellate courts, private litigation and business practice, and in corporate practice with a technology company. Program leader for

at-risk youth in the public school system. Co-creator for an entrepreneurship program for high-school students which was adopted last year by a Utah charter school, and has grown substantially this year. Leadership in nonprofit organizations for over twenty years including Granite School District's "Count Me In" program for at-risk youth, the Support Committee for Maquiladora Workers in San Diego and Tijuana, the Traveler's Aid Society (now Road Home), Boy Scouts of America, and various others. Co-founder Quest Leadership Project, a Utah nonprofit dedicated to teaching entrepreneurial skills to Utah teens, Co-founding board member of The Joseph Smith Research Institute.

Olesya Richards, Charter Council Member: 5 years as a small business owner at Chebran Footwear wholesale, product design and prototyping, establishing sales channels, defining targeted marketing messaging, producing marketing collateral, executing marketing campaigns, measuring campaign results, managing relationships with suppliers throughout the development process and with third-party retailers during the sales process, managing the forecasting of revenues from product sales against the costs of product development and marketing programs. Graduated from College of Arts and Crafts Ufa, Russia, completed coursework at the International Institute of Design in Moscow, Russia.

Krystelle Rose, Interim Executive Director: Expected M.B.A in 2017; M.Ed. in Waldorf Education; Waldorf Teacher Certification; 13 years Waldorf Education experience, Founded Utah Waldorf in 2011-lead administrator for group of 430 people, Initiated Wasatch Charter School and served as one of three directors for 1 ½ years, Founder of Ivy Preparatory Academy, Waldorf Charter School start-up experience, 5 years Waldorf teaching experience at Abella Cottage School, 5 years Utah Waldorf Conference Director, published writer on Waldorf Education, presenter about Waldorf Education to Master's classes at BYU, 2015 Winter Homeschool Conference, 2016 Family Education Expo, and 5 annual Utah Waldorf Conferences; business owner of 6 years, Provo/Orem Chamber of Commerce Women's Division Council member, World energy event organizer, business administration, corporate finance and operations, corporate guest relations, non-profit experience, accounting, human resources, administrative assistant, event planner and festival organizer, youth counselor, special needs worker, EMT, handwork teacher, singer in the Millennial Choir, composer, parent.

Advisory Council Members

The individuals listed below are Advisory Council Members. They may attain founder status with 40 volunteer hours, half 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

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

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

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

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

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

Dena Lundgren: Executive Director/Principal, School founder, M.A. in elementary education, school start-up experience, 10 years experience in elementary education, whole-child methodology

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

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

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

Sophie Wand: teacher, pursuing degree in Elementary Education and Social Work, was homeschooled with Waldorf Education for 11 years, parent

Amber Wurth: Store manager, event organizer, parent

Founding & Governing Board/Charter Council

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 and set clear policies for the school that adhere to the mission and 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 including the mission and vision of the school
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 half of that time is met outside of meetings. Founder status will not be conferred based upon financial or other donations made to the school.

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.

No Prior Organizational Work

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.

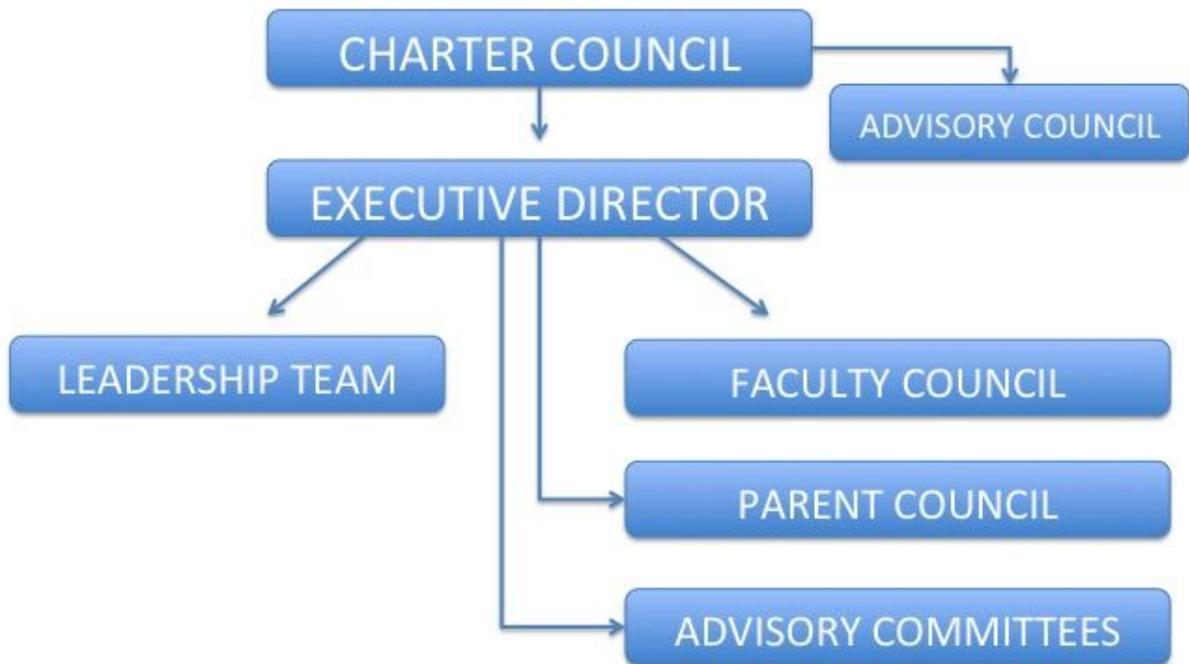
Charter Council Advisory Committees

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.

MOUNTAIN SUNRISE ACADEMY ORGANIZATIONAL CHART



CHARTER COUNCIL

Current: 8 voting members, +1 to be added

After school founding this group will consist of 9 voting members plus faculty chair and 1 other faculty member and the Executive Director as ad hoc non-voting members.

ADVISORY COUNCIL

Currently 16 non-voting members to advise Charter Council

LEADERSHIP TEAM

After School Founding this team is made up of:

Executive Director

Faculty Chair

Parent Chair

Charter Council Chair

FACULTY COUNCIL

Consisting of faculty members who are the implementers of the school mission and teaching of children.

PARENT COUNCIL

Consisting of parent representatives from the school who help with festivals, field trips, and the cultural life of the school.

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 COLLABORATIVE LEADERSHIP

The Charter Council values collaborative leadership. As such, the Charter Council desires input from faculty, community, business professionals, and parents. Otto Scharmer, a senior teacher at MIT and established business systems leader, gives us wise counsel which can be summarized by what is needed to be successful in all real organizations including businesses and government is to **operate with awareness of the stakeholder's key needs**. We believe both teachers and parents are important stakeholders. By including not only parents but also teacher representation we show as an organization that we value teacher's input. This also helps create awareness of needs of the school as well as give an important Waldorf pedagogical perspective when creating school policies. Including faculty also creates a school wholeness and togetherness rather than a divisive "us" and "them" approach. This "inclusive" method promotes collaboration with the school as a whole, enhances communication, establishes trust, and encourages transparency.

Having faculty on the "Board" is a common and desired practiced among many public and private Waldorf Schools. In fact, when the first Waldorf School was founded in 1919 having faculty as part of the decision making body of the school was one of the requirements set forth by the founder, Rudolf Steiner. Adhering to the founder's advice may be one of the reasons Waldorf Schools have seen continued success worldwide for almost 100 years.

Although this may be a new and innovative model to Utah it is a common standard and a time-tested model in Public Waldorf Schools. Many Waldorf Charter schools have teachers on boards as voting members. Yuba River Charter School, the first public Waldorf Charter school which started in 1996 has faculty as voting members and continues to see success with a large waiting list. Desert Marigold Charter School in Arizona also has voting faculty members and is celebrating it's 21st year and has waiting lists to attend the school. Other Public Waldorf Charter Schools that have faculty on the board include River Oak, Sunridge Charter School, Woodland Star, and Stonebridge in California and Winterberry Charter School in Alaska. Syringa Mountain, a public Waldorf Charter in Idaho which opened in 2014, has similar educational laws as Utah which preclude faculty members as being voting members on the board. They are currently working towards having faculty representation as ad hoc members on their board.

As Utah law precludes faculty members from being voting board members, we would like to include them on our Charter Council as Ad Hoc members. We understand that as this may be a new model in Utah, that there may be questions and concerns. We wanted to identify and address the concerns about having faculty on the board that have been expressed to us by other educational advisors.

1. Having faculty as ad hoc members of the Charter Council may cause confusion of faculty council members thinking they report to the Charter Council rather than the Director.
2. Concern of the Director's authority and role being undermined by faculty members.
3. Faculty members are already overworked and won't have time for this added responsibility.
4. What happens with discussions of salary or confidentiality issues?

We believe that by educating our faculty members there will be understanding about their role and there would be clarity that they report to the director. Directors who are collaborative in nature will likely not feel undermined or threatened by teacher representatives attending the meetings. Rather than feel attendance as an extra requirement, many teachers would value having their voice be heard and to have representation. Of course when there are matters to be discussed that affect salary or confidentiality issues, those involved would be invited to recuse themselves. We believe that the concerns can be addressed and the risks mitigated. We also believe that the benefits far outweigh the risks.

Because of MSA's collaborative model, representation from the faculty has been invited to be part of the Charter Council as ad hoc members since state law precludes them from being voting members. MSA desires to have inclusion where all participants of the school are able to have a voice. Through this shared leadership, effective decisions will be able to be made that benefit the school as a whole.

To this end, the Charter Council will also consist of the Parent Council Chair, 2 parents of children in the school, and 2 community members who are professionals in fields aligned with, and/or supportive of public Waldorf charter school education. The Executive Director, Faculty Chair and 1 other faculty member will serve as ad hoc members. Ad hoc members will not have voting rights. The Charter Council will consist of at least 5 and no more than 9 voting members.

We understand having faculty on the Charter Council as ad hoc members may be an untried method in Utah. If there are major concerns, we would like to request a trial period for including faculty ad hoc members.

Committee members will be solicited and selected by the Committee chair. If at all possible, committee selection will represent the different school interests, demographics and constituents including parents, community members, businesses, and students.

MSA's Operation & Organization Supports the Overall School Mission and Waldorf Culture

Waldorf Pedagogy, which is part of the school's mission values co-operation in the classroom rather than competition. MSA's Charter Council has supported that value by incorporating collaborative leadership in it's organization. Waldorf Education also values high moral individuals as it's teachers and MSA has carefully selected and recruited upstanding individuals with integrity and high ethical standards to represent the community well.

Charter Council Recruitment

As their terms expire and or vacancies arise, the Charter Council will fill the positions through appointment as outlined in the Bylaws. The corporate principals will remain the same unless the Articles of Incorporation or Bylaws are amended.

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.

Recruitment will include advertising to Facebook groups that focus on Waldorf Education such as the Utah Waldorf group and other social media. MSA will also follow the State Charter School Board recommendations for recruiting members.

Evaluation of the School

The Charter Council will evaluate MSA to determine if it is meeting its mission and educational philosophy and striving towards it's vision. It will evaluate this on a quarterly basis. The data that will be used to conduct analysis include but is not limited to:

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

Charter Council members will create a rubric that will be used to help analyze the school. This assessment will help with short and long term goal setting and realizing the progress of those goals.

Evaluation of the Charter Council and School Management

The evaluation of the Charter Council will take place one month before elections are scheduled. The evaluations will be self-evaluations put together by the Charter Council with input from mentors and other best practices of other Boards. The data gathered from the annual Charter Council assessment will be used to inform future Council and committee composition, council functioning, as well as professional development needs.

The Charter Council will evaluate school management. For this purpose, the Charter Council will solicit advice from Waldorf mentors and follow recommendations from the State Charter School Board.

Open Meeting Law and Public Records Law

MSA Charter Council is aware of and will comply with Open Meeting Law and Public Records Law.

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.

Charter Council Responsible Party

The Charter Council will hold the charter and be the responsible party during the development and startup as well as during the transition to governance of the school.

Documentation

Documentation is included of MSA's legal status in the appendixes, including Articles of Incorporation (Appendix C), Bylaws (Appendix D), and approved minutes from the meetings at which these documents were approved (Appendix E).

Background Checks

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.

Charter Council Formation and Choice of Waldorf Education

The year 2011 marked the 150th 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 Utah Waldorf conferences were held to grow and support a Waldorf community. There are currently around 430 members participating in the group. In October 2013, Krystelle initiated the first Utah Waldorf charter school and reached out to the Utah Waldorf group to ask for interest and volunteers to help form the school. Group polls made to this group indicated the favored spot was in Salt Lake City. After serving one and half years as one of three directors, Krystelle stepped down to aid another Utah Waldorf Charter initiative as interest had been expressed in the Utah Waldorf group to start another Waldorf charter. After helping found this school, Krystelle desired to help create a Waldorf School in the area where she resided with her children in North Utah County and where a poll indicated there was much interest. She and others reached out to those who valued Waldorf Education and desired a charter school for their children or grandchildren. Invitations were also offered to those who didn't have children who would attend the school but believed in the methodology. Through group outreach a Charter Council and Advisory Council were formed.

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. Others are still commenting in the Facebook group and desiring a Waldorf Charter school be made available in other parts of Utah where they reside.

Professional Development Plan

The Charter Council development plan includes the following:

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- "Offers an approach to organizational change based on the possibility of a more desirable future, experience with the whole system, and activities that signal "something different is happening this time." That difference systematically taps the potential of human beings to make themselves, their organizations, and their communities more adaptive and more effective. AI, a theory of collaborative change, erases the winner/loser paradigm in favor of coordinated actions and closer relationships that lead to solutions at once simpler and more effective."

Theory U- "What we pay attention to, and how we pay attention is the key to what we create. What often prevents us from 'being present,' is what Scharmer, the author of Theory U, calls our blind spot, the inner place from which each of us operates. Becoming aware of our blind spot is critical to bringing forth the profound systemic changes so needed in business and society today. When 'presencing' we are able to see our own blind spot and pay attention in a way that allows us to experience the opening of our minds, our hearts, and our wills. Through

this process we are able to shift our awareness to allow us to connect with our best future possibility--and to realize it”.

Compassionate Communication (Non-violent Communication)- “What is Violent Communication? If “violent” means acting in ways that result in hurt or harm, then much of how we communicate—judging others, bullying, racial profiling, blaming, finger pointing, discriminating against others, speaking without listening, criticizing, name-calling, reacting when angry, using political rhetoric, being defensive or judging who’s “good/bad” or what’s “right/wrong” with people—could indeed be called “violent communication.”

What is Nonviolent Communication? Nonviolent Communication is the integration of 4 things:

- Consciousness: a set of principles that support living a life of empathy, care, courage, and authenticity
- Language: understanding how words contribute to connection or distance
- Communication: knowing how to ask for what we want, how to hear others even in disagreement, and how to move toward solutions that work for all
- Means of influence: sharing “power with others” rather than using “power over others”

NVC serves our desire to do three things:

- Increase our ability to live with choice, meaning, and connection
- Connect empathically with self and others to have more satisfying relationships
- Sharing of resources so everyone is able to benefit

Covey-principle-based leadership-Covey uses the label “The Character Ethic”, “aligning one’s values with so-called “universal and timeless” principles. Covey adamantly refuses to conflate principles and values; he sees principles as external natural laws, while values remain internal and subjective. Covey proclaims that values govern people’s behavior, but principles ultimately determine the consequences. Covey presents his teachings in a series of habits, manifesting as a progression from dependence via independence to interdependence.”

Virtues Project International- “The Virtues Project is a global grassroots initiative to inspire the practice of virtues in everyday life. The Project is sparking a global revolution of kindness, justice, and integrity in more than 95 countries through its facilitators and Virtues Connections. The Virtues Project empowers individuals to live more authentic meaningful lives, families to raise children of compassion and integrity, educators to create safe, caring, and high performing learning communities, and leaders to encourage excellence and ethics in the workplace. It has inspired and mobilized people worldwide to commit acts of service and generosity, to heal violence with virtues. The Five Virtues Strategies awaken the gifts of character, through inspiring programs, books, and materials that help us to remember who we really are and to live by our highest values. The Virtues Project was founded in Canada in 1991 by Linda Kavelin Popov, Dr. Dan Popov and John Kavelin. 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.

“A unique collaboration between the celebrated management thinker and *Fifth Discipline* author Peter Senge and a team of renowned educators and organizational change leaders, *Schools that Learn* describes how schools can adapt, grow, and change in the face of the demands and challenges of our society, and provides tools, techniques and references for bringing those aspirations to life. The new revised and updated edition offers practical advice for overcoming the many challenges that face our communities and educational systems today. It shows teachers, administrators, students, parents and community members how to successfully use principles of organizational learning, including systems thinking and shared vision, to address the challenges that face our nation's schools. In a fast-changing world where school populations are increasingly diverse, children live in ever-more-complex social and media environments, standardized tests are applied as overly simplistic "quick fixes," and advances in science and technology continue to accelerate, the pressures on our educational system are inescapable. *Schools That Learn* offers a much-needed way to open dialogue about these problems – and provides pragmatic opportunities to transform school systems into learning organizations.

Drawing on observations and advice from more than 70 writers and experts on schools and education, this book features:

- Methods for implementing organizational learning and explanations of why they work
- Compelling stories and anecdotes from the “field” - classrooms, schools, and communities
- Charts, tables and diagrams to illustrate systems thinking and other practices
- Guiding principles for how to apply innovative practices in all types of school systems
- Individual exercises useful for both teachers and students
- Team exercises to foster communication within the classroom, school, or community group
- New essays on topics like educating for sustainability, systems thinking in the classroom, and “the great game of high school.”
- New recommendations for related books, articles, videotapes and web site.

Schools That Learn is *the* essential guide for anyone who cares about the future of education and keeping our nation’s schools competitive in our fast-changing world.”

SECTION 6: STAFFING

SECTION 6: STAFFING

GENERAL CONSIDERATIONS

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.

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.

The **Charter Council** shall be called the "**Charter Council**" and 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 By Laws of MSA. It is expected that the Executive Director and 1-2 Faculty including the Faculty Chair shall be ad hoc members. Other members may serve as parents or community professionals supportive of Waldorf education. Meetings will be monthly or at other times designated.

The **Faculty Council** shall be composed of all full and part-time teachers, the Pedagogical 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.

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. Therefore, a **Parent Council** will be established of

up to 15 members. 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 Parent 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.

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 President, Faculty Council Chair and Parent Council Chair. Meetings will be held weekly, except for the Parent Council Chair, who will attend every other week.

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 Pedagogical 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 Pedagogical 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.

Pedagogical Director: The Pedagogical Director will work closely with the Executive Director and also with faculty to promote the highest quality of education possible. 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 K – grade 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 Pedagogical 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 1-6, and is experienced and adept at teaching adults will be sought for this key position.

Pedagogical 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.
- 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

Pedagogical 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 Pedagogical Director. 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 the 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.
- Have completed an associate's degree (or higher) or have completed at least two years (minimum 48 hours) at an accredited institution of higher learning.
- 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 Pedagogical 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. This will include at least the 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 feels the Assistant can effectively coordinate. Have a working knowledge of various revenue streams available to charter schools and experience in grant-writing, fund raising 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/IT Specialist: The Librarian/IT Specialist will be responsible for supervising information systems at the school. This will include maintaining a library with both printed and electronic information. The Specialist 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 a big 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

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

Executive Director: 1

Pedagogical Director: 1

Receptionists: 2 for .5 each

Business Manager: 1

Librarian/IT Specialist: .5

Executive Assistant: 1

Community Outreach & Development Coordinator: .5

Maintenance/Custodial Supervisor: 1

Custodians 2 at .5

Gardener: .5

Assessment Coordinator: .5

Classroom Teachers K to 6; 13.5 (3 K classes and 2 classes each for Grades 1-6)

SPEDD Director: 1

MOUNTAIN SUNRISE ACADEMY

Learning Specialist: 2 at .75

Specialty Teachers: 6.25

(Strings/Choral - 1; Eurythmy - 1 ; Language - 1; Handwork - 1 ; Gardening Teacher - 2 at .5; Speech & Drama - .25; Physical Education/Folk Dance - 2 at .5)

Paraprofessionals: 7.5

(Grade K - 3 at .5; Grades 1 to 3 - 6 at .5; Special Education - 4 at .5; Handwork - 2 at .5)

On Call Substitute Teachers: 4 at .25

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 activities will include advertising positions at Waldorf educational institutions such as Rudolf Steiner College, Sunbridge Institute, Antioch University, Waldorf Institute of Southern California and Waldorf Teacher Education Eugene. There will also be notices posted at other 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. In addition, there will be a social media site for school updates including job openings. Other social media including Waldorf groups will also be used. There is a large potential market for teachers in Utah County from 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 will also be held at area colleges and universities as well as in the community to educate prospective teachers and parents about Waldorf education. 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.

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. 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

MOUNTAIN SUNRISE ACADEMY

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 Pedagogical 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 with the Pedagogical Director and teachers with occasional trained Waldorf mentors coming in for additional training.

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. These checks will be maintained in the employee's files. These background checks are renewed every 3 years. Also, teachers that have had their license suspended or revoked by the USBE will not be hired.

MSA will avoid conflicts in the hiring of direct relatives since nepotism can be a dangerous policy for the school. Prospective employees will always be judged by their qualifications. Also, no family relationships shall be present between 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.

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 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.

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.

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 Pedagogical 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.

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.

SECTION 7: BUSINESS PLAN (BUDGET INCLUDED)

BUSINESS PLAN (BUDGET INCLUDED)

The business plan 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. We do not plan to offer transportation and food service at this time.

As recommended, we are submitting the *Charter School Budget Template* to detail MSA's estimated revenues and expenditures for the planning year and first 10 operational years, including a break even analysis for the first year of operation.

Explanation and discussion of key budget assumptions:

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.

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 development from a pedagogical director/trainer. We are planning for a smaller but specifically designed facility that connects well to outdoor educational areas.

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.

Revenue and Expense Projections:

Planning Year 2017-18

Total Revenue:	\$400,000
Total Expenses:	\$387,000
Total Reserves:	\$13,000

Enrollment: No Students during Planning Year

Revenue: MSA anticipates obtaining a revolving loan of \$300,000, and a State Startup Grant of \$100,000 to fund start up FF&E, supplies, educational materials, and planning year staffing. The loan has a delayed start with repayment over three years. We have budgeted \$6600/month

starting with the last four months of FY 2020.

Expenditures:

300: Purchased Professional and Technical Services:

MSA will contract with a part time Executive Director for a total of \$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. To assist in these preparations an additional \$20,000 each is budgeted for Waldorf curriculum expertise, business services, and construction/maintenance coordination with the builder.

500: Other Purchased Services:

MSA will purchase Risk Management Insurance consistent with the requirements of the Utah Administrative code at a cost of \$1,000. This bond will be renewed annually. \$5,000 has been allocated to marketing to assure anticipated student enrollment. Another \$4,000 is budgeted to cover communication, supplies, and travel expenses incurred by the contracted staff.

600: Supplies and Materials:

MSA has budgeted \$45,000 for Instructional Supplies and \$35,000 for textbooks to assure the needed educational materials are ready for the start of the first operational year. An additional \$12,000 is budgeted for the various support staff to assure preparation for startup.

700: Property, Equipment:

MSA has allocated \$80,000 for furniture, fixtures, and equipment for instructional and support areas. An additional \$100,000 for needed technology equipment for instruction and support.

Operation Year One 2018-19

Total Revenue:	\$2,511,234
Total Expenses:	\$2,342,591
Total Reserves:	\$155,643

Enrollment: MSA will open in August, 2018, 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.

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 \$38,000 with a 7% profit share; 12% contribution to health/dental/life insurance, and a 2% cafeteria plan and two weeks of leave. Part time hourly staff earns \$10-12/hour.

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

Total Salaries	\$1,322,451
Total Benefits	\$358,140

There are 30 FTE of Instructional staff.
With 38.5 total FTE.

300: Purchased Professional and Technical Services:

MSA has allocated \$40,000 for professional and technical services needed to support instruction, instructional and student support. An additional \$10,000 has been budgeted for the administration to conduct the responsibilities outlined in the “Audit” section that follows below.

400: Purchased Property Services:

The facility related costs include water/garbage and sewage (\$5,000), lawn and snow removal (\$10,000), property taxes (\$20,000), and property lease for 9 months (\$346,875).

500: Other Purchased Services:

MSA has budgeted \$5,000 for communications (Internet, phone, cable, etc), \$13,500 for risk management/insurance including liability, fidelity bond, Director’s insurance, and property. \$5,000 for ongoing marketing; \$3,000 for printing and binding; \$5,000 for travel.

600: Supplies:

MSA has allocated an additional \$48,000 (Planning/Startup Year budget for Instructional and support supplies was \$92,000) for instructional and support supplies and library/textbooks; \$20,000 for office supplies; \$12,000 for operations and maintenance; \$10,000 for emergency and food supplies.

700: Property:

MSA has budgeted an additional \$16,500 to supplement the Planning/Startup Year’s allocation of \$80,000 for FF&E; \$5,500 for technology related needs.

800: Other Objects:

MSA has allocated \$4,500 for Dues and fees as needed across the school; \$78,000 for principal and interest on the revolving loan.

Necessary Closure Funds:

The Budget Template shows the Necessary Closure Fund amount to be \$77,396. Our Fund Balance is \$169,768.

Percentage of Funding Contributed to Reserve Balance is 6%.

Operational Year One: Break Even Enrollment

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

Total Revenue: \$2,069,921
Total Expenses: \$1,917,627
Total Reserves: \$139,294
% Contributed to Reserve - 7%

Enrollment: To effectively carry out a full and successful fulfillment of MSA's Charter would require a minimum enrollment of 326 students configured as follows: two tracks of K-6 with 25 students in each kindergarten class and 23 students in each class grades 1 through 6.

Long Range Budget - Years 5 and 10

The Budget Template for years 5 and 10 have locked the revenue projections to a 1.0288 five year growth factor over Year One - Breakeven. Our projections were therefore limited and are based on those growth assumptions.

Our actual plans are to focus for the first three years on increasing success in our base operation as shown in our Operational Year One projections. We feel it would be premature for us to forecast beyond three years at this startup stage.

MSA's Cash Flow Overview, Years 1, 5, 10:

Assumes:

- constant average enrollment of 400 students
- increases in revenue equal expenditure inflation
- no additional borrowings
- an increase in revolving loan debt payments of \$78,000 until paid in year three

Fund Balance Cumulative

Year 1	\$156,786	(from 1 st Operational Year - BrkEven in <i>Charter School Budget Template</i>)
Year 5	\$240,481	(from Yr 5 Long Range Budget in <i>Charter School Budget Template</i>)
Year 10	\$245,312	(from Yr 10 Lg Range Budget in <i>Charter School Budget Template</i>)

CONTINGENCY PLANS

Enrollment Risk

As low enrollment is the primary risk, MSA will offer early enrollment with the first lottery occurring in January 2018, 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, or 7/8), 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.

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.

Financial Risk

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.

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 consisted with will be performed in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the U.S. Office of Management and Budget's Circular A-87 and A-122. The selected firm must be familiar with these standards and related state regulations in order to properly conduct the fiscal audit.

Budget: An effective 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 it's 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.

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, relevancy, 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 Utah State Board of Education (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; and
- 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 the human resource and benefits components of MSA hiring and budget process; and
- 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:

MOUNTAIN SUNRISE ACADEMY

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

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.

FACILITY

We are planning for a smaller but specifically designed facility that connects well 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 much more important than size. It will be smaller but open and flexible, extending into outdoor environments.

We plan to locate in western Lehi, Saratoga Springs, or Eagle Mountain in northern Utah County. We will start to research potential design partners immediately and develop initial design specs by Feb 2017.

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 lease-back RFP. We will start construction in the late summer/fall of 2017 with a contracted completion deadline in the summer of 2018.

We have discussed terms with two developers active in Charter School development and have researched what other recent schools have done. From this research and the discussions we've had, 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) at an estimated cost of \$150/sq ft (total cost of \$5million). Terms would be triple net lease of \$38,500/month starting Oct 1, 2018, with a 2% escalation/year and a purchase option after 12 months of occupancy using an 8.25% cap rate.

We plan to buyout the lease in year 3 or 4 with favorable bonding based on marketable cash flows and reserves.

PRE-OPENING PLAN

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

Pre-Operation Guide			
Date	Action Item	Notes/Utah Law Code	Person/Group Lead
2/2017	Final Charter Approval		
2/2017	Board/Charter Council Trainings	Attend USBE sponsored trainings-Monthly Ongoing Trainings	Interim Director & Charter Council
2/2017	Charter Council Monthly Meetings	Plan Timeline and Write School Policies	Charter Council
2/2017	Marketing of School thru Social Media, FB page, etc.		Interim Director & Charter Council
2/2017	Design Specs for facility		Interim Director & Charter Council
3/2017	Staff openings posted on Waldorf Today and on Social Media.	Check for areas to post locally and follow recommendations of SCSB.	Interim Director, Admin Assistant or Charter Council
3/2017	Begin website development	Domain hosting, content discussed, website committee formed	Interim Director & Charter Council
3/2017	Meet with facility and Real Estate representative	Form Facility Committee	Charter Council
3/2017	Identify and submit grant	Revolving Loan and Start up Grant	Interim Director

	and loan applications		
3/2017	Charter Council meets monthly and creates Timeline and writes Policies		Charter Council
3/2017	Teacher Recruiting Event & Community Information Meetings on Waldorf Education.	Form Outreach Committee	Interim Director & Charter Council
3/2017	501-3c non-profit submission	Work with ESP to set this up as soon as possible to enable private donations	Charter Council
4/2017	School Land Trusts Training		Interim Director & Charter Council
5/2017	Begin Paperwork for Lottery and Enrollment Process	Check for online options for enrollment	Interim Director & Charter Council
5/2017	Website Reviewed by Charter Council	website with the content requirements found in R277-482, Utah Administrative Code, posted at least 180 days prior to the school opening	Charter Council
5/2017	GBOT- Complete board online modules (one per month)		Charter Council
6/2017	Prepare Student Handbook	Check best practices from other Waldorf Schools	Interim Director

6/2017	Review Website with SCSB representative		Interim Director & Charter Council
7/2017	School Website Live		Technology Assistant
8/2017	SIS Training		Interim Director (others as needed)
8/2017	CACTUS Training		Interim Director (others as needed)
8/2017	ASPIRE Training		Interim Director (others as needed)
9/2017	Apply for Utah sales tax exemption		Charter Council
9/2017	Request Aspire and Cactus databases be setup		Interim Director & Charter Council
9/2017	Secure Facility and land if not already complete	Looking in the area of Eagle Mountain, Saratoga Springs, Lehi; 3-5 acres.	Interim Director & Charter Council
10/2017	Deadline for Executive Director Hire		Charter Council
10/2017	Recruiting Meeting for Teachers; Waldorf Education Community Training Event		Director & Charter Council
11/2017	Hold Community Lantern Walk	Festival-Community Building	Director & Charter Council

1/2018	Regular Trainings and Meetings with School Mentor		Director & Charter Council
1/2018	Insurance Bonding	U.C.A. § 63G-7-604(4) and Rule 37-4, U.A.C, the Charter School Governing Board shall obtain and maintain insurance through the Utah State Division of Risk Management or other suitable insurance carrier	Charter Council
1/2018	First Lottery Begins		
1/2018	Begin Teacher/Faculty Hiring Process		Director
1/2018	Procurement for School Supplies and furnishings		Director & Charter Council
2/2018	First lottery closes		
2/2018	Update enrollment projection by grade based on lottery		Director
2/2018	Finalize Bell Schedule		Director
3/2018	Develop School Calendar	first year, include 180 days, testing schedule	Director w/ Charter Council input
3/2018	Second Lottery Opens		
4/2018	Second Lottery closes		

4/2018	Notification sent to parents of child's acceptance	All paperwork is collected including immunization record, school documents, and birth certificates	Director & Assistant
5/2018	Background sheets complete	Utah Code 53A-1a-512.5	Director
5/2018	Community May Faire	Fundraising Opportunity	Director & Charter Council
5/2018	Finalize Curriculum Guides	Check with Alliance for Waldorf Best Practices	Director & Pedagogical Director
5/2018	Finalize Hire of Teachers		Director
6/2018	Insure all Personnel Background checks are complete		Director
6/2018	2 week Waldorf Professional Training	Waldorf Mentors come in for Training	Director, Pedagogical Director (and others as needed)
7/2018	All School Inspections Complete		Director & Charter Council
7/2018	Teachers Classrooms Ready		Teachers
8/2018	Teacher Meet and Greet School Potluck/Picnic		Director & Teachers Charter Council Welcome
8/2018	School Opens	Ribbon Cutting and Rose Ceremonies	Director

SECTION 8: SERVICE PROVIDERS

MSA has not selected any service providers at this time

APPENDIX A: WAIVERS

MSA is not requesting any waivers at this time.

APPENDIX B: BACKGROUND INFORMATION SHEETS

BACKGROUND INFORMATION SHEET

Name: Tim W. McGaughy

Role with school: Charter Council President

Expertise: Psychiatry, Medical Director, Teacher

- I intend to become an employee of the school. *Provide your role and the timeline for your transition from the Charter Council to this role.*
- I'm related to another person or persons identified as a founding member, Charter Council 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.*

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.

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

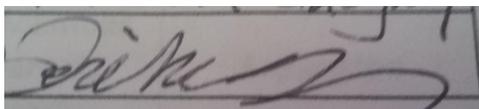
Pacific College of Naturopathic Medicine, Monte Rio, CA 1979-80 (Left prior to graduation)

M.D.: University of Oklahoma Medical School, Oklahoma City, OK 1985

Psychiatric Residency: Griffin Memorial Hospital, Norman, OK 1989

Consent for Background Check: Charter school Charter Council members and key administrators consent to complete a background check prior to submission of the final application. 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 he was 18 years old. The background check applicant is responsible for the cost of the background check. Using as much space as necessary below, assure you will complete a background check, to be submitted and reviewed by the school's Charter Council, prior to the submission of the final application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR MOUNTAIN SUNRISE ACADEMY CHARTER SCHOOL. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signature

BACKGROUND INFORMATION SHEET

Name: Emily Morris

Role with school: Charter Council Secretary

Expertise: I am a Mother of 3 children, I am versed in Waldorf philosophy and curriculum development, I have experience working with children in summer camp situations and swim lessons, and in my own family. I have a BA in Art History. I know that art affects our culture and we need to be giving our children every opportunity they can to explore with their hearts, hands and head.

- I intend to become an employee of the school. *Provide your role and the timeline for your transition from the Charter Council to this role.*
- I'm related to another person or persons identified as a founding member, Charter Council 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 secretary for the Mountain Sunrise Academy Charter Council. I will be taking notes and minutes of our council meetings and creating agendas for council meetings. I am good at details and organization. This is a great position for me to learn more about how a charter school begins 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 Steiner-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.

Steiner-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 Steiner-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 Steiner-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.

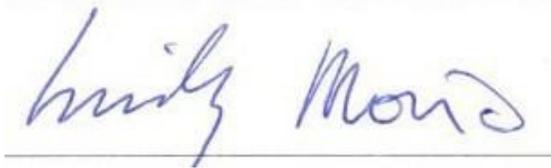
Education History:

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.

Consent for Background Check: Charter school Charter Council members and key administrators consent to complete a background check prior to submission of the final application. 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 he was 18 years old. The background check applicant is responsible for the cost of the background check. Using as much space as necessary below, assure you will complete a background check, to be submitted and reviewed by the school's Charter Council, prior to the submission of the final application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR MOUNTAIN SUNRISE ACADEMY CHARTER SCHOOL. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

A handwritten signature in blue ink, reading "Lindy Mound", is written on a light blue horizontal line. The signature is cursive and fluid.

Applicant's Signature

BACKGROUND INFORMATION SHEET

Name: Christon C. Allen

Role with school: Charter Council Treasurer

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

- I intend to become an employee of the school. *Provide your role and the timeline for your transition from the Charter Council to this role.*
- I'm related to another person or persons identified as a founding member, Charter Council 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 Treasurer for Mountain Sunrise Academy. I have been involved with Steiner-Waldorf Education for close to 25 years. This involvement began with the founding of Arizona Council for Steiner-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 Steiner-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 Steiner-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 Steiner-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 principals 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 service men 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.

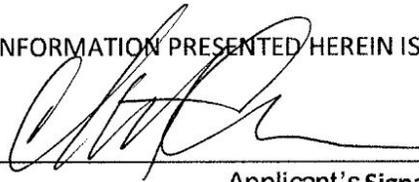
Consent for Background Check: Charter school Charter Council members and key administrators consent to complete a background check prior to submission of the final application. A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years

old.

The background check applicant is responsible for the cost of the background check. Using as much space as necessary below, assure you will complete a background check, to be submitted and reviewed by the school's Charter Council, prior to the submission of the final application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR MOUNTAIN SUNRISE ACADEMY CHARTER SCHOOL.

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 Charter Council to this role.*
- I'm related to another person or persons identified as a founding member, Charter Council 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 2016-2018. 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.

Consent for Background Check: Charter school Charter Council members and key administrators consent to complete a background check prior to submission of the final application. 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 he was 18 years old.

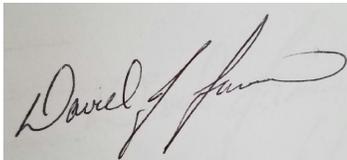
The background check applicant is responsible for the cost of the background check. Using as much space as necessary below, assure you will complete a background check, to be

MOUNTAIN SUNRISE ACADEMY

submitted and reviewed by the school's Charter Council, prior to the submission of the final application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR MOUNTAIN SUNRISE ACADEMY CHARTER SCHOOL.

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 black ink. The signature is written in a cursive style and appears to read "David J. Funn".

Applicant Signature

BACKGROUND INFORMATION SHEET

Name: Karrl Auffhammer

Role with school: Charter Council Member

Expertise: Anthroposophy, Prior Waldorf School Board Experience, Work Advisor to people with disabilities, 15 years' business experience in Manufacturing/Systems/Technical background.

- I intend to become an employee of the school. *Provide your role and the timeline for your transition from the Charter Council to this role.*
- I'm related to another person or persons identified as a founding member, Charter Council 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 Charter Council is to assist the Council in creating a solid foundation and organizational structure that will allow Mountain Sunrise Academy to be successful in meeting its goals as set forth in its Mission and Vision of the future. I bring to the Charter Council prior experience as a board member. I also bring experience with board development in the startup of another Waldorf School.

Not-for-Profit History:

I have 2 years on the board of Oakland Steiner school. My experience there provided me with the opportunity to work with and resolve issues that arose between the board, the teachers, and the parents. I wrote several letters of communication that helped to clarify organizational relationships between the school, its community and the board. My work in a previous startup Waldorf School involved establishing the board and guiding the organizational development as well as secretarial duties.

Employment History:

I was in the USN for 5 years and achieved the rank of E5. I bring a Manufacturing/Technical background with 15 years' experience in construction and integration of laser systems and workstations, of trouble shooting/problem solving and writing/implementing process control documents. I have training in SOARS and have worked the last 10 years providing personal support and teaching work skills to persons with disabilities. This is an experience not unlike working with young children and their development.

Education History:

I have 2 years' study in electronics and Sonar systems 1968-1973. I went to Rudolf Steiner College for two years 1991-1993 studying art and the development of human consciousness. I have been involved in self-study of Anthroposophy for the last 30 years.

Consent for Background Check: Charter school Charter Council members and key administrators consent to complete a background check prior to submission of the final application. 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 he was 18 years old.

The background check applicant is responsible for the cost of the background check. Using as much space as necessary below, assure you will complete a background check, to be submitted and reviewed by the school's Charter Council, prior to the submission of the final application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR MOUNTAIN SUNRISE ACADEMY CHARTER SCHOOL.

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

A handwritten signature in cursive script, appearing to read "Karl Auffhammer", written over a horizontal line.

Applicant's Signature

Background Information Sheet

Name: William A. Mark

Role with application: Charter Council Member

Expertise: Attorney, business owner, educator

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 role is to provide counsel and guidance to the governing council of Mountain Sunrise Academy, bringing my unique perspective advice as an attorney and business owner. I am committed to helping the academy succeed in its plan as stated in the application.

Not-for-Profit History: I have been involved in various roles, including leadership, in nonprofit organizations for over twenty years. Some of these include Granite School District's "Count Me In" program for at-risk youth, the Support Committee for Maquiladora Workers in San Diego and Tijuana, the Traveler's Aid Society (now Road Home), Boy Scouts of America, and various others.

More recently I co-founded Quest Leadership Project, a Utah nonprofit dedicated to teaching entrepreneurial skills to Utah teens, and I am a co-founding board member of The Joseph Smith Research Institute, a registered 501c3 dedicated to supporting cutting-edge research in LDS history.

Employment History: I am 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. I have been an attorney and business owner / advisor for over 16 years. Before starting my current law firm, I worked in federal and state appellate courts, private litigation and business practice, and in corporate practice with a technology company.

Before going to law school, I worked as a program leader for at-risk youth in the public school system. Also, I co-created an entrepreneurship program for high-school students. The program was adopted last year by a Utah charter school, and has grown substantially this year.

MOUNTAIN SUNRISE ACADEMY

Education History:

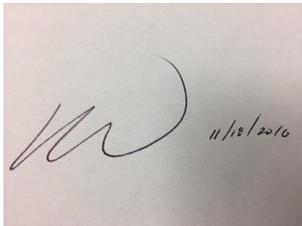
Brigham Young University, 1997, B.S. in Psychology
California Western School of Law, 2000, Juris Doctorate

Consent for Background Check: Charter school governing board members and key administrators consent to complete a background check prior to submission of the final application. 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 he was 18 years old.

The background check applicant is responsible for the cost of the background check. Using as much space as necessary below, assure you will complete a background check, to be submitted and reviewed by the school’s governing board, prior to the submission of the final application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR SUNRISE ACADEMY CHARTER SCHOOL.

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 surface. To the right of the signature, the date "11/18/2016" is written in the same ink.

Applicant’s signature

BACKGROUND INFORMATION SHEET

Name: Olysea Richards

Role with school: Charter Council Member

Expertise: Footwear design, product development, sales and marketing, business operations, gardening, parenting.

- I intend to become an employee of the school. *Provide your role and the timeline for your transition from the Charter Council to this role.*
- I'm related to another person or persons identified as a founding member, Charter Council 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 committed to serving on the Mountain Sunrise Academy Charter Council in order to help create a school that will serve my community's children in innovative ways by offering a Steiner-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. As an educator and parent, I want to be involved in advancing the quality of education in the state of Utah as detailed in the MSA Charter. I bring to this process my background in entrepreneurship and product development, and most importantly, my love of self-guided learning.

Not-for-Profit History:

I have experience in business operations, including profit and loss responsibilities. I have and continue to have experience crafting targeted messaging for marketing campaigns. I also oversee and coordinate early childhood instructors in a non-profit, daycare-like setting, overseeing the preparation of their materials according to a defined curriculum. I ensure that attendance records are kept and communicated to relevant parties. I look forward to utilizing my experiences by serving on the Mountain Sunrise Academy Charter Council.

Employment History:

I have been an entrepreneur in the footwear industry for five years. Over that time, my daily activities have included product concept creation, product design and prototyping, establishing sales channels, defining targeted marketing messaging, producing marketing collateral, executing marketing campaigns, measuring campaign results, and capturing and applying learnings to optimize the effectiveness of future campaigns. I manage relationships with suppliers throughout the development process and with third-party retailers during the sales process, tying the two together according to an aggressive

seasonal timeline. I manage the forecasting of revenues from product sales against the costs of product development and marketing programs. My goal is to disrupt the current, widespread industry use of chrome in the tanning process of leather, as it is a pollutant and can lead to the formation of hexavalent chromium, a known carcinogen. My daily efforts are focused on developing impeccably stylish products that have high demand, while avoiding harming the wellbeing of individuals, society, and the Earth.

Education History:

College of Arts and Crafts Ufa, Russia.; A.A.; 2002

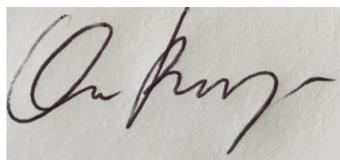
Completed coursework at the International Institute of Design in Moscow, Russia.; 2009

Consent for Background Check: Charter school Charter Council members and key administrators consent to complete a background check prior to submission of the final application. 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 he was 18 years old.

The background check applicant is responsible for the cost of the background check. Using as much space as necessary below, assure you will complete a background check, to be submitted and reviewed by the school’s Charter Council, prior to the submission of the final application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR MOUNTAIN SUNRISE ACADEMY CHARTER SCHOOL.

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



Applicant’s Signature

BACKGROUND INFORMATION SHEET

Name: Stephen Joseph

Role with school: Charter Council Member

Expertise: Business owner. 25+ years as a business management/leadership consultant. Seven years with Dr Stephen R Covey's Leadership Center, and co-author of Principle-Centered Organizational Change, an organizational change consulting framework. Lead several significant change projects.

- I intend to become an employee of the school. *Provide your role and the timeline for your transition from the Charter Council to this role.*
- I'm related to another person or persons identified as a founding member, Charter Council 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:

Active Board Member, responsible for leading the development of business and financial strategies, and oversight of business/financial operations. Participate in the development and execution of the overall mission/vision, values/organizational culture, strategies, systems/policies/standards for the School. I have extensive experience as a business owner and 25+ years of senior level business management and leadership consulting. I was the principle author of the business plan and associated budget.

Not-for-Profit History:

Led several large scale organizational change projects for nonprofit entities, including University of Texas Medical Branch, Galveston, TX and Truman Medical Center, Kansas City, MO. These projects included executive coaching, including public boards at Truman Medical, full organizational assessments, and the facilitation/coaching of leaders and managers throughout the organizations. I am well versed in all aspects of organizational leadership, and operational management, including line and staff functions. I served as a board member for Axiom Financial, one of the largest independent mortgage companies in Utah. Served as Chairman of the Board for vPatch, an upstream oil and gas software firm formed to commercialize a software platform developed by Columbia University for Baker Hughes. Early in my professional career, I spent 15 years as a HR/Personnel manager in several federal government agencies.

Employment History:

MOUNTAIN SUNRISE ACADEMY

1999 to present	Stephen Joseph Consulting, llc Business Management/Leadership consulting
2014 to present	Best Family Brands, LLC. An umbrella marketing firm that oversees small business holdings
1999 to 2001	vPatch, Inc Provided consulting and software to the upstream oil and gas industry. It was a joint venture between Baker Hughes, Columbia Univ Energy Research Lab, the founders of vPatch to provide software integration via an integration developed by Columbia.
1992-1999	Covey Leadership Center (later Franklin Covey) Served as a manager and leadership consultant. Developed a consulting/facilitation framework called Principle-Centered Change Process. Co-led the change consulting practice
1987 to 1992	Worked as a commercial real estate, mortgage, and business broker with several companies.
1982 to 1987	Intermountain Quarry/Turrell Tile, Inc Business Owner & Operations
1968 to 1982	Several Federal Government entities HR/Personnel manager

Education History:

Weber State University earned AA in Business Administration

Consent for Background Check: Charter school Charter Council members and key administrators consent to complete a background check prior to submission of the final application. 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 he was 18 years old.

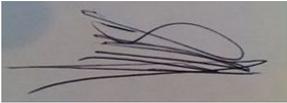
The background check applicant is responsible for the cost of the background check. Using as much space as necessary below, assure you will complete a background check, to be submitted and reviewed by the school's Charter Council, prior to the submission of the final application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO

MOUNTAIN SUNRISE ACADEMY

VERIFY ANY INFORMATION PROVIDED ABOVE FOR MOUNTAIN SUNRISE
ACADEMY CHARTER SCHOOL.

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 black ink. The signature is cursive and somewhat stylized, with several loops and a long horizontal stroke at the bottom.

Applicant's Signature

BACKGROUND INFORMATION SHEET

Name: Krystelle Rose

Role with school: Interim Executive Director

Expertise: Waldorf Education, Business, Music

- Yes, I intend to become an employee of the school.
- I'm related to another person or persons identified as a founding member, Charter Council 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.*

Krystelle has been voted by the Charter Council as the Interim Executive Director and is intending to apply for the School Director position.

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 children. She has visited 12 other Waldorf Schools across the U.S. both public and private and 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. She has travelled to 15 foreign countries and travelled to most most of the states in the U.S. Steiner-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 Steiner-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 burn-out" 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 Steiner-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 Steiner-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 children and Steiner-Waldorf Education.

Not-for-Profit History: 13 years Steiner-Waldorf Education experience, Founded Utah Waldorf in 2011-lead administrator for group of 430 people, Initiated Wasatch Charter School and served as one of three directors for 1 ½ years, founder Ivy Preparatory Academy, founder of Mountain Sunrise Academy, Waldorf School start-up experience, 5 years Waldorf teaching experience at Abella Cottage School, 5 years Utah Waldorf Conference Director, published writer on Steiner-Waldorf Education, presenter about Steiner-Waldorf Education to Master's classes at BYU, 2016 Family Education Expo at Weber State University, 2015 Winter Homeschool Conference, and 5 annual Utah Waldorf Conferences, which at the last 2016 conference had participants from 6 other states besides Utah. Director of May Fair Fundraiser in 2016, Director and planner of many community Waldorf Festivals.

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, is a singer in the Millennial Choir which performs bi-annually at Abravanel Hall, and composes her own music. Krystelle served a church mission for 1 ½ years in Poland.

Employment History:

Krystelle began her own business start-up with 2 other individuals in Hawaii for a web development company 20 years ago called Dytex. She currently runs her own music studio business and has been in operation for six years. Experience in operations and a background in financial management were acquired when she worked at the corporate offices of Bank of America in San Francisco, CA. As an employee in the Operations department, she compiled reports and conducted data analysis on all Bank of America banks in Northern California. Bank managers reported bank and vault information directly to her 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 Toastmaster's 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, water aerobics instructor, and as a youth counselor for Heritage Halls at BYU.

Education History:

Anticipated MBA, Western Governors University; 2017

M.Ed. in Waldorf Education-Rudolf Steiner College; 2016

Waldorf Teaching Certificate, Rudolf Steiner College; 2016

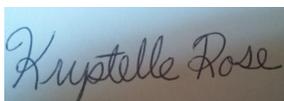
Bachelor of Science in Sociology, Brigham Young University; 1996

BYU-Hawaii-1994

BYU Israel-Jerusalem Center Study Abroad; additional studies abroad to Egypt and Jordan-1992

Consent for Background Check: Charter school Charter Council members and key administrators consent to complete a background check prior to submission of the final application. 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 he was 18 years old. The background check applicant is responsible for the cost of the background check. Using as much space as necessary below, assure you will complete a background check, to be submitted and reviewed by the school's Charter Council, prior to the submission of the final application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR MOUNTAIN SUNRISE ACADEMY CHARTER SCHOOL. I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signature

APPENDIX C: 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 16 AM 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 Karl 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.

Date: 06/20/2016
Receipt Number: 6470715
Amount Paid: \$17.00

JUN 20 16 09:09

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) Christelle Rose
Date 6/18/16

APPENDIX D: CHARTER COUNCIL BYLAWS

BY LAWS
OF
MOUNTAIN SUNRISE ACADEMY
A UTAH NONPROFIT CORPORATION

ARTICLE I: NAME AND PURPOSE

The name of the corporation is the 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. 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, staff, and parents. To this end, the Charter Council will also consist of the Parent Council Chair, 2 parents of children in the school, and 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, Faculty Chair and 1 other faculty member 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 shall constitute itself by appointing individuals to serve, consistent with the provisions of the Articles of Incorporation and these Bylaws.

2. Term of Office. The initial 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 two (2) year terms.

3. Tenure. Each regular Charter Council member shall serve for a term of three years, with continuous service not to exceed two consecutive terms. 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: MEETINGS.

Section A. Place of Meetings. Charter Council meetings, annual meetings, or special meetings shall be held at the corporation's principal office or at any other reasonably convenient place as the Charter Council may designate.

Section B. Meetings by Telephone or Teleconference. Charter Council members or any Committee member may participate in a meeting by means of conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other at the same time. Such participation shall constitute presence in person at the meeting.

Section C. Action Without Meeting. Any action required by law to be taken at a meeting of the Charter Council, or any action which may be taken at a meeting of the Charter Council, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the Charter Council members.

Section D. Notices.

1. Annual Charter Council Meetings. Upon thirty (30) days' notice in writing, an annual meeting of the Charter Council shall be held during the month of August, at the time and place designated by the President, who may fix any place, either within or without the state of Utah, as the place for holding such meeting.

2. Regular or Special Meetings. Notice of any regular or special meeting of the Charter Council shall be given at least fourteen (14) days prior written notice delivered personally or sent by mail, electronic mail (e-mail), or fax to each director at his or her address shown by the records of the Corporation. If mailed, such notice shall be deemed to have been delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. Any Charter Council member may waive notice of any meeting. The attendance of a Charter Council member at any meeting shall constitute a waiver of notice of such meeting, except for the express purpose of objecting to the transaction of any business because the meeting was not lawfully called or convened. Neither the business to be transacted at, nor the purpose of any regular or special meeting of the Charter Council need be specified in the notice or waiver of such meeting.

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 C. 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 D. 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 E. 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 F. 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 G. 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 there of 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 E: MINUTES FROM MEETINGS

**Minutes for Mountain Sunrise Academy Charter Council
May 14, 2016**

Call to Order

A council meeting of the Mountain Sunrise Academy Charter School was held on May 14, 2016 at the home of Tim and Ellen McGaughy in Provo, Utah. It began at 9 a.m. and was conducted by Krystelle Rose. Group began with an opening song and verse.

Attendees

Attendees included Krystelle Rose, Olesya Richards, Karri Auffhammer, Tim McGaughy, Ellen McGaughy, Emily Morris,Carolynn Lambert. On the phone were Chris Allen and Dr. Cliff Mayes for a small portion.

Approval of Minutes

Krystelle Rose sent out a summary of last meeting in email.

Presentation of Agenda

Krystelle Rose presented the agenda. It was approved by all.

Main Motions

Vote in Council Officers and Members

Motion: Moved by Krystelle Rose and seconded by Chris Allen to vote in Emily Morris as Secretary.

Motion: Moved by Emily Morris and seconded by Krystelle Rose to vote Tim McGaughy as Council President.

Motion: Moved by Karri Auffhammer and seconded by Olesya Richards to vote Krystelle Rose as Council Vice-President.

Motion: Moved by Tim McGaughy and seconded by Krystelle Rose to vote Karri Auffhammer as member at large.

Motion: Moved by Krystelle Rose and seconded by Karri Auffhammer to vote Dr. Cliff Mayes as member at large.

Motion: Moved by E. Morris and seconded by Tim McGaughy to vote Olesya Richards as member at large.

Motion: Moved by Olesya Richards and seconded by K. Auffhammer to vote Chris Allen as Council Treasurer.

Motion: Moved by K. Rose for group discussion at end of voting, seconded by K. Auffhammer.

Discussion outcome lead by K. Rose: 9 member council total. We want to include business professionals, marketing professionals, and others who can help with school in general. Ellen McGaughy, a council advisor, will help recruit 2 new people. Advisory members at this point includes: Ellen McGaughy,Carolynn Lambert, and George Hoffecker.

Council Reports

Market Research was presented by Olesya Richards. She gave everyone in attendance a spreadsheet with schools in north utah county.

Governance of the School and questions were presented by Krystelle Rose. The Council will report to the State Charter Board. The Director will report to and work with the Council. MSA desires to be collaborative. The Council needs to be large enough to support the school, it needs to guard against Founder's syndrome. The Council needs to be passionate, diverse, objective, willing to give time and skills to the school. They also need to know how to manage a multi-million dollar enterprise wisely.

Communication Protocols and Conflict Resolution Procedure was presented by Karrl Auffhammer. Everyone in attendance was given a copy of the protocols and procedures to review. Council members discussed having a mediator to help with conflicts and an on-site psychologist or counselor to help persons involved with a conflict.

Old Business

Mission Statement for proposal due June 22, 2016. Krystelle Rose presented what group collaboration had come up with so far. More ideas were shared and discussed how we can make the statement clear for the general public to understand what we offer at the school. Virtues - goodness, beauty, respect, imagination, responsibility, truth, charity. Cognitive Abilities - thinking, feeling, and willing. Head, hearts, and hands. K. Rose wants to include indications about Waldorf Education from a quote by Rudolf Steiner.

Mission Vision presented by Krystelle Rose. This is due along with the proposal. What do we want the school to look like in 10 years? Discussion included lifelong learners, holistic education, creating children who will create a better world. We want a beautiful campus. We want to have a positive impact in the community where the school is located.

New Business

What grades to offer at opening of the school. K-6 or 1-6. Pros and cons of adding Kindergarten now or later were discussed. Kindergartners get .55 wpu and there will be double amount of students to oversee and only half funding. Do we want to do that opening year and will we be in position to give the time and care needed to parents, children, and community?

Kindergarten - Will we open the school with a kindergarten or wait 1 or 2 years to open offer kindergarten?

Reasons against: expense is too high, need a very well trained teacher, kindergarten has different training than grades..

Reasons for: Wonderful environment to offer children. Foundation of a Waldorf education.

K. Auffhammer would like the school to offer parent's resource and outreach classes.

Finances: we were told by our budget training that we to plan on a total revenue of \$5,000 per student.

Assignments

All Council Members send Background Information Sheets to K. Auffhammer to compile.

All Council Members clear **July 14, 2016** for **Charter Council Presentation**

Olesya Richards continue Market Research

Krystelle Rose finalize Mission Statement and Vision for Charter Proposal, continue work on Proposal.

Ellen McGaughy recruit 2 new people for charter council

Emily Morris - add Inner work to agenda for June, create council contact sheet

Adjournment

Krystelle Rose moved that meeting be adjourned, and this was agreed upon at 12:07 pm.

MSA Charter Council Meeting Minutes

Meeting Minutes for September 17, 2016

Present: Tim McGaughy President, Krystelle Rose Vice-President, Chris Allen Treasurer, Emily Morris Secretary, Olesya Richards Council member, Karrl Auffhammer Council member

Non-council members present: Ellen McGaughy, Carolynn Lambert, Stephen Joseph, David Fawsen

Tim called the meeting to order at 11:00am; Krystelle Rose determined that a quorum was present.

Item 1 - Approval of initial Charter Council Minutes from meeting of 14 May 2016: Emily Morris read the minutes. There were no motions to correct and Tim McGaughy accepted the minutes into the record.

Item 2 - Agenda: Tim presented the agenda and inquired of possible amendments. None were voiced.

Item 3 - Vote in New Board Members: Krystelle Rose announced that Dr. Cliff Mayes is stepping down from the Council due to moving out of state. Tim McGaughy nominated David Fawsen as a new Charter Council member; Krystelle Rose seconded the motion. The motion was put to a vote and approved. Krystelle Rose nominated Stephen Joseph as a new Charter Council member; Emily Morris seconded the motion. A vote was taken and the motion was approved.

Item 4 - Articles of Incorporation: Tim McGaughy moved to ratify the Articles of Incorporation; Karrl Auffhammer noted that the AOI with an amendment (required by the State Charter School Board) has been filed and accepted by the Utah Division of Corporations and Commercial Code. The motion was then seconded by Karrl. The motion was put to a vote and approved.

Item 5 - Bylaws: Karrl Auffhammer moved to ratify the bylaws; Stephen Joseph seconded the motion. The motion was put to a vote and approved.

Old Business: Completion of Charter School Application.

We reviewed and discussed the application and addressed the work needed to complete the application.

New Business: Creation of Advisory Council

Krystelle brought forward that there has been interest for others willing to serve on an Advisory Council. After reviewing the applicant's experiences and the potential benefits derived from their contribution, it was agreed that the creation of an Advisory Council was appropriate at this time as it would further support the next development stage of the Charter School application. These members will be listed in the Charter Application.

Tim motioned to adjourn the meeting; Karri Auffhammer seconded the motion. The motion was put to a vote and approved. The meeting adjourned at 11:36am.

APPENDIX F: EXECUTED CONTRACTS
MSA has no executed contracts at this time

APPENDIX G: SCHOOL 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>Establish <i>ad hoc</i> Charter Council Committee for wind-up / restructuring</p> <ul style="list-style-type: none"> · Designate School contact person(s) to send and receive communications from the USBE; · Designate employees or School Charter Council members who will handle various aspects of winding up 	Charter Council		

	<p>of School operations;</p> <ul style="list-style-type: none"> · Provide contact information, and list of employees / School Charter Council members <p>and correspondent responsibilities to the USBE</p> <ul style="list-style-type: none"> · Instruct contact persons to heed notification requirements for time sensitive notifications, if any. 			
2	<p>Reserve Funds</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		
3	<p>Notification of Parents / Guardians</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"> ● Date of the last day of regular instruction; ● Cancellation of any planned summer school; ● 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 years of age or older; ● Optional inclusion of a listing of the names of charter, parochial, public 	Charter Council President or School Director		

	<p>and private schools in the area.</p> <ul style="list-style-type: none"> • Offer of copies of student records before the CHARTER REVOCATION. • Provide the USBE with a copy of the notice. 			
4	<p>All Student Records will follow Utah Code 3A-1a-517 and 34 CFR 80.32.</p> <p>Final Report Cards and Student Records Notice</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"> · 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. · Provide the USBE with a copy of the notice. 	School Director		
5	<p>Transfer of Student Records and Testing Material</p> <p>No later than 10 days after CHARTER REVOCATION send student records to the School's district of residence, including:</p> <ul style="list-style-type: none"> · Individualized Education 	School Director		

	<p>Programs (IEPs) and all records regarding special education and supplemental services;</p> <ul style="list-style-type: none"> · student health / immunization records; · attendance records; and · all other student records. <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"> · 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. 			
6	<p>Notification of School Districts</p> <p>Within 7 days after the charter revocation, the School must notify school district(s) of students' residence regarding</p>	<p>Charter Council President or Secretary</p>		

	<p>the termination of the education program and lack of future enrollment.</p> <ul style="list-style-type: none"> · If applicable, notification regarding cessation of food and transportation services should be provided. · Provide notice to the districts that arrangements should be made to pick up any district property; e.g., borrowed books, nursing equipment. · Provide USBE with a copy of the notice. 			
7	<p>Notification of Funding Sources / Charitable Partners</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"> · 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 closure / restructuring status. · 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. 	Charter Council President or Treasurer		

<p>8</p>	<p>Notification of Contractors and Termination of Contracts</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"> · 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. · Provide the USBE with a copy of such notice. · Retain records of past contracts with proof that they were fully paid (see Records Retention, below) to prevent spurious claims. 	<p>Charter Council President or Treasurer</p>		
<p>9</p>	<p>Notification of Employees and Benefit Providers</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 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),</p>	<p>Charter Council President or Human Resource Manager</p>		

	<p>including:</p> <ul style="list-style-type: none"> · health care / health insurance; · life insurance; · dental plans; · eyeglass plans; · cafeteria plans; · 401(k), retirement plans; <p>and</p> <ul style="list-style-type: none"> · pension plans. · TRA · PERA <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.) See School Wind-Up Plan and Action regarding payment of taxes, below.</p>			
10	<p>Notification of Food and Transportation Services and Cancellation of Contracts</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>Charter Council President or Secretary</p>		
11	<p>Notification of USBE</p>	<p>Charter</p>		

	<p>Regarding any Litigation.</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>Council President or Secretary</p>		
<p>12</p>	<p>List of Creditors and Debtors</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"> · This list is not the same as the contractor list, above, but may include contractors, which should be listed. · Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. · 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. · Debtors include persons who owe the school fees or credits, lessees or sub-lessees of the School, and any person holding 	<p>Charter Council President or Treasurer</p>		

	<p>property of the School.</p> <ul style="list-style-type: none"> · 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. 			
13	<p>Notification to Creditors</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. 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>		
14	<p>Notification to Debtors</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>		
15	<p>School Wind-Up Plan and Action</p>	<p>Charter Council and School</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"> · 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. · Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER REVOCATION. · Make final federal, state and local tax payments (every employer, including 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). · 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. (See 	Director		
--	---	----------	--	--

	<p>Liquidation of Assets, below.)</p> <ul style="list-style-type: none"> · 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. · 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 status of those authorized to sign for the School. · 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). 			
16	<p>Protection of Assets; Insurance</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>	<p>Charter Council President or Secretary</p>		

	<ul style="list-style-type: none"> · Existing insurance coverage should be maintained on the assets until the disposal of such assets. In accordance with the Wind-Up Plan. · 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. · Negotiate School Facility insurance with entities that may take possession of School Facility – lenders, mortgagors; bond holders, etc., if possible. · Appropriate security services should be obtained or maintained. · Action may include moving assets to secure storage after closure or loss of the School Facility. 			
17	<p>Inventory</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"> · All assets of the School, not just ones over a certain dollar value must be inventoried. · Provide USBE with a copy of the inventory. · Identify assets belonging to other entities (school district, county, 	Charter Council President & School Director		

	<p>municipality, health department, Authorizing foundation, vendors, PTA, etc.), including those borrowed or loaned.</p> <ul style="list-style-type: none"> · Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest. · Return assets not belonging to School and document 			
18	<p>Liquidation of Assets</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 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>	Charter Council President and Treasurer		
19	<p>D&O Insurance</p> <p>Maintain existing directors and officers liability (D&O) insurance,</p>	Charter Council		

	if any, until final dissolution of the School Corporation. If no such D&O insurance exists, disclose this fact to the Charter Council of directors.			
20	<p>Interim Statements</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"> · all creditors or former creditors, any amounts paid 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 · 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. · The School will prepare and submit such statements to the USBE at 30 day intervals until the final statement (below) is prepared and submitted. 	Charter Council President or Vice President		

<p>21</p>	<p>Final Statement</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"> · all assets and the value and location thereof, whether such asset has been distributed to creditors in satisfaction or payment of any existing debt obligation; and · each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and · 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. 	<p>Charter Council President or Treasurer</p>		
<p>22</p>	<p>Final Financial Statement Audit</p> <p>The School must have a financial statement audit performed.</p>	<p>Charter Council</p>		
<p>23</p>	<p>Closeout of State and</p>	<p>Charter</p>		

	<p>Federal Grants</p> <p>State, federal and other grants must be closed out, including:</p> <ul style="list-style-type: none"> · notification to the grant entity of the School closure; and · filing of any required expenditure reports or receipts and any required program reports. <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 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.</p>	Council Treasurer		
24	<p>U.S. Dept. of Education Filings</p> <p>File Federal form 269 or 269a if the School was receiving funds directly from the United States Department of Education. See 34 CFR 80.41.</p>	Charter Council Treasurer		
25	<p>IRS Status; Reports</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"> · notification to IRS regarding any address change of the School Corporation; and · filing of required tax returns or reports (e.g., IRS form 990 and Schedule A). <p>If the School Corporation proceeds to dissolution, notify the IRS of dissolution of the education</p>	Charter Council		

	corporation and its 501(c)(3) status and furnish a copy to the USBE.			
26	<p>Corporate Records</p> <p>In all cases, the Charter Council shall maintain all corporate records related to:</p> <ul style="list-style-type: none"> · Loans, bonds, mortgages and other financing; · Contracts; · Leases; · Assets and asset sales; · Grants -- records relating to federal grants must be kept in accordance with 34 CFR 8042. · Governance (Minutes, by-laws, policies); · Employees (background checks, personnel files); · Accounting/audit, taxes and tax status, etc; · Personnel, · Employee benefit programs and benefits; and · Student summary test data files · Any items listed in this Closure Plan. <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>	Charter Council or Treasurer		
27	<p>Resolution of Dissolution</p> <p>The Charter Council must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the</p>	Charter Council President		

	state authorities.			
28	<p>Dissolution</p> <p>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"> · a complete statement of all assets, their location and an estimate of their value; and · a statement of the ascertainable debts of the education corporation. <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>	Charter Council Secretary		
29	<p>Final Distribution of Assets</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</p>	Charter Council President or Treasurer		

	<p>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"> · Assets received and held by the School subject to limitations permitting their use only for charitable, 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>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>			
--	--	--	--	--

Budget Files