



State Charter School Board
New Charter School Proposal



**MOUNTAIN SUNRISE
ACADEMY**

Required Information

Charter School Information

1. Name of Proposed Charter School: Mountain Sunrise Academy
2. Name of Applicant: Krystelle Rose
3. Authorized Agent: Krystelle Rose
4. Mailing Address: 1915 N. 800 W. Orem, UT 84057
5. Phone Number: 801-577-8046
6. Email Address: KrystelleRose@icloud.com
7. New School Location and Location's School District(s): West Lehi, Saratoga Springs, Eagle Mountain area; Alpine School District

Governance Structure

Name	Position	Area of Expertise	Any Charter Affiliations
Tim McGaughy MD, PhD	President	Business, Education	
Chris Allen	Vice-President	Finance, Business, Waldorf Education	Desert Marigold Waldorf Charter (AZ)
Christian Swensen	Secretary	Education	
Emily Morris	Treasurer	Education	
Emily Ashby, MA	Member	Marketing, Business, Education	
David Fawson	Member	Education	
Rebecca Stone	Member	Education	
Alyssa Sorenson	Member	Education	
Krystelle Rose MBA, MA	Interim Executive Director	Waldorf Education, Business, Marketing	

Enrollment

8. Year School will start: 2020

9. Grades Served: K-6

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

Yes

No: *Describe the difference.*

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

Waivers

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

Yes: *Provide a justification.*

No

12. Is this proposal seeking priority consideration under UCA §53G-5-504?

Yes: *Provide a justification.*

No

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.

13. List any waiver requests here (i.e., Rule numbers and titles).

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.

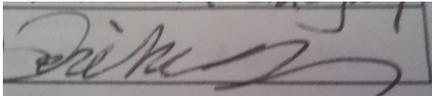
Name of Authorized Agent Krystelle Rose; MBA, MA

Signature of Authorized Agent

Handwritten signature of Krystelle Rose in cursive script.

Name of Charter School Board Chair (if different than Authorized Agent)
Tim McGaughy; PhD, MD

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

Handwritten signature of Tim McGaughy in cursive script.

1. Key Elements

1a. State the proposed school's mission.

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 Education pedagogical approach and upholding the virtues of goodness, beauty, truth, imagination, responsibility, reverence, and charity as well as respect for self, others, and nature.

1b. State the legislative purpose(s) outlined in UCA 53G-5-104 which this school specifically satisfies.

Mountain Sunrise Academy's purposes are consistent with U.C.A. §53A-1a-503 and include:

1. MSA continues to improve student learning by offering arts-integration, lesson block teaching, and interdisciplinary learning which allows subject matter 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 offering 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 traditional model schools available in the community.

1c. Explain how this school will promote the State Charter School Board's mission and vision.

MSA will promote the State Charter School Board's mission of advancing excellence in public education in Utah. Waldorf schools are known as schools that excel. These schools have received notoriety as such from top educators as well as in recent Stanford University research. Waldorf Schools have shown a 100 year success rate and boasts the fastest growing educational movement in the world. MSA also aligns to USBE's mission to provide for positive student outcomes. Children in Waldorf schools are engaged in their classrooms and are enthusiastic to learn largely due to the developmental model, the arts-integrated curriculum, and the experiential learning that occurs. Waldorf students are known to be creative and critical thinkers as well as having a well-developed capacity to be a positive force for good in the world.

1d. List the school's key elements. The key elements of the Charter School, as set forth in the application, are programs and processes that are defining characteristics and make this school unique.

The key elements of the MSA Charter School, as set forth in this proposal, are programs and processes that make the 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.

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

1e. Describe the academic goals of this school.

Academic Goals

Goal #1 - MSA will demonstrate academic accountability by providing a quality education based on Utah Core Standards utilizing Waldorf Education Pedagogy and Curriculum with other supplemental materials such as Saxon Math, while meeting or exceeding state and federal targets. MSA will comply with all state and federal requirements and testing.

Goal #2 - Students will successfully complete rigorous and relevant coursework that will prepare them for their future to be creative and critical thinkers. One aspect in which this will be accomplished is through students creating their own “Main Lesson Books” with both writing and drawing which uses whole brain activity and engages the student through experiential learning.

Goal #3 - Academic coursework will involve arts integration, experiential and project based learning as well as multi-disciplinary and interdisciplinary approaches to attain the highest academic measures.

Goal #4 - Students will engage in activities that build capacities in whole child learning including cognition, social/emotional development, and practical work with their hands. In Waldorf Education this is called the “*Head, Heart, and Hands*” approach. Waldorf pedagogy teaches that each of these capacities educate the other and are inter-related. These three areas must be addressed to achieve the highest academic standards.

Goal #5 - School administration and advisors will meet and set quantitative metric points and academic goals for the school based on test data and continuously work on improving performance.

2. Program of Instruction

2a. MSA does not intend to offer career education, distance/online, or early college options.

2b. Briefly present the overall vision for how the school will operate.

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

The class typically begins with 20 minutes of movement, singing, recorder, and speech exercises and memorization such as poetry recitation. This memorization works to build up the child’s memory forces and to build up rich vocabulary. The younger grades call this “Circle Time” and the upper class calls this “Warm-ups.” The class then reviews the lesson material from the previous day and moves into a time known as “Main Lesson.” These “Main Lesson” times usually lasts 2 hours which often include implementation of the lively arts to engage the student and learn the material. During this time new cognitive material is studied in a block format usually lasting 2- 5 weeks before a new block is introduced.

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

In the afternoons children engage in various developmentally appropriate activities and multidisciplinary learning that support Waldorf Education’s core values and deepen the understanding of core subject material.

2c. Describe the school’s overarching educational philosophy.

WHOLE CHILD EDUCATION

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

DEVELOPMENTAL MODEL

Steiner-Waldorf Education uses a developmental model that follows 3 distinct stages from 1-7, 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)

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. Waldorf schools have a multi-cultural focus and the study of world cultures in the Waldorf curriculum enriches the student's expanding world-view. This gives the children an appreciation for diversity, flexibility of thinking, and an intrinsic empathic understanding of social and cultural issues. Waldorf Education incorporates experiential hands-on learning opportunities such as gardening and teaches sustainable living practices. 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.

2d. Provide a description of the intended educational program that includes methods of instruction and either sample curriculum choices or a description of how curriculum will be selected/developed.

MSA Will Combine Waldorf Curriculum with other Supplemental Material such as Saxon Math & Bal-A-Vis-X

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

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

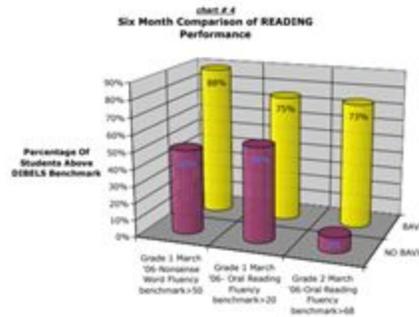
This program was selected due to research that these exercises increase Dibels test scores and that they aid children in spatial awareness, eye-hand tracking, and facilitates mind-body

connection. In school settings the program involves cooperation, promotes self-challenge, and fosters peer teaching.

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

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

“The standardized tests used were from the Dynamic Indicators of Basic Early Literacy Skills, commonly referred to as DIBELS. The scores indicate that using BAVX as a learning strategy caused a rise in test scores. This has been determined by the increase in test scores of the BAVX group as compared to the control group, who did not participate in the use of this learning strategy. In addition, the sense of accomplishment the students experienced while participating in BAVX resulted in positive feedback and self-esteem that became progressively self reinforcing. (Cosgrove & Ryan, 2006)



MSA will still seek to become a certified “Public Waldorf Charter School” such as Wasatch Charter, but is utilizing a different method of bringing academics to children in two areas of language arts and math. MSA believes these two additions of including math teaching everyday with a tested math curriculum and the addition of Bal-A-Vis-X, a researched based activity that increases Dibels test scores, will benefit the school academically and directly influence test scores in a way that fits the Waldorf culture.

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 include practical and fine arts, gardening, form drawing, movement, eurythmy, and a foreign language. Typically all grades put on a class play from a block study that they have done. These activities enhance and broaden the scope and breadth of understanding in the core curriculum classes.

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

2e. Provide a description of how the Utah Core Standards will be taught and assessed in the school.

MSA WILL ALIGN WITH UTAH CORE STANDARDS

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

MSA will meet Utah Core Standards by consulting with educational leaders in Utah and following a handbook set forth by The Alliance of Public Waldorf Education which works with over 50 public Waldorf Charters in the U.S. It has established a “Public Waldorf-Common Core Curriculum Alignment and Handbook.” This work includes, “Alliance recommendations regarding the placement of Common Core standards in the Public Waldorf Education classroom....not just “what and when” but also “how” schools can address these standards while remaining true to Public Waldorf Education philosophy and pedagogy.”

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

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

2f. Explain how the school will meet the needs of all students, including special education students, advanced students, students with disabilities, educationally disadvantaged students, and the like.

MEETING THE NEEDS OF ALL STUDENTS

MSA will provide comprehensive interventions for students who are identified as having a disability as defined in the Individual with Disabilities Education Act (IDEA). The comprehensive program will include a “push in” program to support students in teacher directed small group instruction, a “pullout” program to provide students with specialized instruction to assure the student’s Individualized Education Program (IEP) goals are met, and a self-contained program. Children with special needs will be placed in the “least restrictive environment” to ensure they are included in the general education classroom as often as possible. The type of program needed will be determined by the student’s IEP.

Advanced and gifted students will be given the opportunity to deepen concepts to learn to mastery. Perryman, of ERIC Foundation stated, “A review of the literature regarding mastery learning suggests that mastery learning can benefit gifted education programs in two ways. First, the process provides information to determine if gifted students have mastered essential

elements for a particular subject area. Second, mastery learning provides alternatives such as student-directed learning, discovery learning, and peer tutoring for gifted students once mastery has occurred.

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

3. Market Analysis

3a. State the school's intended location. Be as specific as possible. If the exact location is unknown, describe the characteristics of the areas the school will be seeking and how the governing board will find and acquire the location.

LOCATION

MSA will be located in the fastest growing area of Utah in Saratoga Springs, Eagle Mountain, or West Lehi in North Utah County. Research about these high growth areas contributed to MSA determining that the tri-city area would be an excellent location for a new charter school. This market analysis incorporated a seven-mile radius from the east side of Saratoga Springs, 212 Crossroads Blvd, Saratoga Springs, UT 84045. MSA expects to draw interest from a larger perimeter than a typical five mile radius from its physical location due to the whole child and developmental model of the school as well as the high value and interest families have for Waldorf Education.. Another reason enrollment is anticipated from other areas is because there is only one other traditional Waldorf charter available in the state. The other Waldorf charter drew interest from 14 school districts. MSA will be the first traditional Waldorf Charter in Utah County and the second in the state of Utah seeking public Waldorf accreditation.

HOW MSA WILL FIND & ACQUIRE LOCATION

MSA has a realtor with experience in the specific area where we are looking for school land. In addition, MSA has made contact with developers who have past experience building many charters and would be interested in building a school. MSA has Charter Council members from and near this location who are familiar with the area and have connections with government employees. These members have a strong interest in seeing the school succeed.

3b. Justify why this school's educational program is needed in the selected location.

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

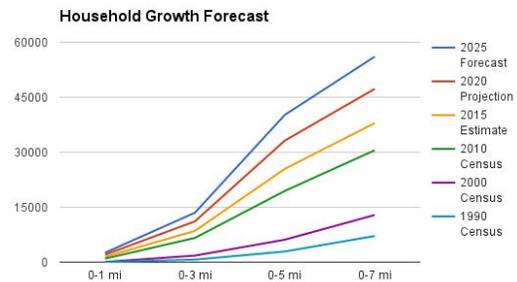
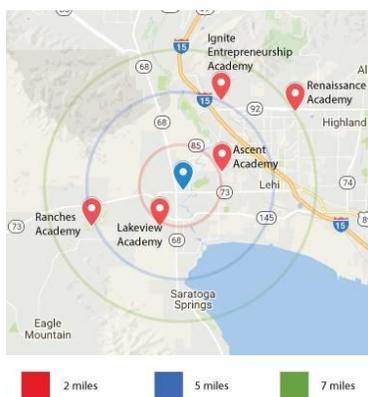
district in this area **anticipates the addition of 6741 students from 2017 to 2020—enough to enroll seven or eight more elementary schools.**

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

There is a large population of children in these areas (see demographic information) and a strong need for the children born in this targeted area to have adequate schools to accommodate the high birth rate.

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. Lakeview Academy is an elementary school and serves grades K - 9. It is over two miles from this location and was fully enrolled last year *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 was fully enrolled. Ranches Academy is an elementary school and serves grades K - 6. It is over five miles from this location and was fully enrolled last year *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 was fully enrolled with a total of 711 students. Waiting list information was not disclosed. Ignite Entrepreneurship Academy is a new school to be opened in the 2019 school year. The school will serve grades K-8 with an authorized enrollment of 600. It is over five miles from this location. Based on the available information on these open charter schools, they are fully enrolled. Two charters in the 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. MSA will serve those in the community by providing an additional school venue.



4. Trend towards School Choice and Alternative Schooling Options

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

3c. Provide the demographic information for the selected location.

DEMOGRAPHIC DESCRIPTION OF POTENTIAL STUDENTS

The school will be located in the Alpine School District. MSA's targeted demographic includes children ages 5-12 and grades K-6. Based on the city data on Saratoga Springs, Eagle Mountain, and Lehi websites, these areas share the same county and are ranked #1 on the latest list of available data on "Top 101 counties with the highest number of births per 1000 residents 2007-2013." This statistic indicates there is a high demand for schools in that area. The ethnicity of Saratoga Springs is predominately white, with the next closest population being Hispanic. MSA's second language offering will be Spanish.

3d. Explain in detail how the proposed mission, vision, and program of instruction align with the educational needs of the population described in 3c.

TARGET AREA INTEREST

This community values experiential, real life application, and project based learning. MSA provides this through main lesson book drawing and writing, science, class plays, music, as well as fine and practical arts. Foreign language acquisition is another value in the community and families send their children to Spanish programs offered at schools outside of the area in which they reside. MSA will provide an opportunity to learn Spanish as part of the school curriculum.

As evidence of this, MSA conducted an online survey in Eagle Mountain and Saratoga Springs. Over 100 families filled out our "intend to enroll" survey. Based on our survey results, MSA has over 250 interested in enrolling, including children from founders and 48 students commuting from Utah County to Wasatch Charter; MSA will also likely receive some students from the Wasatch and Treeside Charter Schools' waiting lists. Interest in MSA continues to grow as MSA's Facebook page has garnered almost 300 likes. MSA will be an additional school choice for those on school waiting lists and other students in the community that desire an alternative venue of school choice.

In May 2016, 200 signatures and letters of parents were collected that showed support for a new Waldorf charter 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.

MSA desires to be a mid-size school and is not looking to expand. This meets the interest of families who desire a smaller school setting for their children. As our enrollment number is 392 we anticipate we will easily meet full enrollment.

MSA's arts-integration focus fits another community value for visual art as evidenced by a local elementary school in the target area. Some time 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 which showed parents overwhelmingly wanted to bring back a visual arts program. They did so 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)

UTAH STATE INTEREST & VALUE OF WALDORF EDUCATION

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

- The Utah Waldorf Facebook group consists of over 500 individual members. When children of these members are factored in, this is a significant amount of individuals that value Waldorf Education.
- Wasatch Charter School opened with **full enrollment of 540** and had **1400 applicants**. The following year they had **1100 applicants** and only 54 open spots as they had had an **85% re-enrollment rate**.
- Wasatch Charter had **applications from 14 school districts**. MSA will be the 2nd charter in the state offering Waldorf Education and seeking accreditation; we anticipate a similar trend.
- Five yearly Utah Waldorf Conferences and one more occurring this summer have been held in Utah starting in 2012. The last conference attracted participants from 7 states.

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. Due to space restrictions we can only site a few of them.

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

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

“I’m so excited for a Waldorf school to start in our area! What a blessing to the entire community!”

3e. Provide the characteristics of the proposed charter school that sets it apart from other schools in target location.

Waldorf Education is Desired by many Families in Utah

Waldorf Education is valued in many areas outside of MSA’s proposed location as stated in the market research. MSA will be the 2nd charter in the whole state of Utah and the first in Utah County seeking Public Waldorf Accreditation. This sets MSA apart from other schools.

Families Value Whole Child Education and Arts-Integration

Treeside Charter school, which offers arts-integration and focuses on whole child education, has full enrollment and a large waiting list after just one year of opening. Treeside Charter School is the next closest school that offers these valuable approaches. They are located about 25 minutes from MSA’s target area and as mentioned, have a waiting list.

Developmental Approach

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

MSA Offers Subject Matter not Found in other Schools

Waldorf Education has unique offerings such as Form Drawing and Eurythmy. Handwork and gardening are not usually offered in other schools, yet provide experiential learning for math and science, actively engage the students in learning, as well as provide many other benefits.

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