



**RENEWAL
Charter School
APPLICATION
for**

Chinook Montessori Charter

FY [2021]

Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500

DIRECTIONS

Application for a Renewal Charter

Parties interested in submitting a renewal application for a charter school should familiarize themselves with all applicable state statutes and regulations contained within this document.

Local School Districts/School Boards may have developed a Charter Schools renewal application form for approval at the local level that requires additional information, however for the purposes of seeking State Board of Education & Early Development approval, **this renewal application form MUST be used.** Sufficient evidence must be presented to address all sections of this renewal application form for the department to deem the renewal application compliant and forward to the State Board of Education for approval.

Timeline:

Applicants must follow all local procedures to seek Charter School approval by their local boards.

Not later than 30 days after a local school board's decision to approve a renewal application for a charter school, the local school board must forward the renewal application to the State Board of Education & Early Development for review and approval by mailing to the department:

- (1) the complete renewal application filed with the local school board, including all supporting documents required;
- (2) the written decision of the local school board;
- (3) all other materials considered by the local school board in support or in opposition to the renewal application; and
- (4) the minutes of the local school board meeting at which the charter was approved.

In the event the local school district/local board has a separate renewal application form that differs from the state-required form, **it is the responsibility of the Charter School to transfer complete responses to the department form.**

An original and 4 copies of the DEED Charter School Renewal Application Form should be mailed to:

Alaska Department of Education & Early Development
Attn: Charter School Program Manager
P.O. Box 110500 of
Juneau, Alaska 99811-0500

Please also submit via email an electronic copy of the renewal application form to amanda.duvall@alaska.gov

A renewal application approved by a local school board and submitted to the department **must be received by the department at least 90 days** before the next regularly scheduled meeting of the State Board of Education and Early Development. See the [State Board schedule](http://education.alaska.gov/State_Board) (education.alaska.gov/State_Board) for a list of upcoming Board meetings.

A renewal application for a charter school approved by a local school board may not be submitted to the department more than 12 months before the expiration of the existing contract.

Required Format:

1. Not more than 200 pages single-sided, *unbound*, in 12 point font.
2. ALL pages numbered in consecutive order (i.e. 1, 2, 3, ...200).
3. A table of contents.
4. Follow in numerical order the numbered sections and sub-elements of the application.
5. ALL numbered sections and sub-elements must be addressed.

Upon receipt, the renewal application will go through a technical review committee to determine if any additional information is necessary. Addressing each section with sufficient detail and evidence examples will decrease the likelihood of additional information being requested.

Once the technical review committee agrees the applicant has demonstrated compliance, the renewal application will be scheduled to be addressed by the State Board of Education & Early Development at their next meeting.

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Charter School Renewal Application

Please provide narrative responses to the following areas. If referencing evidence within a document that is included as an appendix, please also provide sufficient detail in the narrative response for review purposes.

Section 1: Establishment of the Charter at the local level

- i. Provide the primary purpose of the charter and how it specifically differs from other educational options available in the community. Provide a narrative to describe how the charter has changed since the last application. AS 14.03.265(a)(1-3)

Purpose

"This new type of education, which I hope to introduce, was based on objective research, which, it was hoped, would transform the school and act immediately upon the peoples inspiring them with a new life." -Maria Montessori

The Alaska Charter School Law allows teachers, parents and community members who have innovative ideas for improving learning to form and operate independent public schools. In order to promote such innovation different philosophies, methods and structures are necessary.

Chinook Montessori Charter School (Chinook) has drawn extensively from Montessori theory, educational research, personal experience, Fairbanks North Star Borough School District (FNSBSD) goals, successful charter schools, past successful experience and parental input to develop its program.

All of the application (Charter) components, including the educational program and the administrative aspects, have been thoroughly considered and practiced for the past twenty-five years. However, Chinook needs to retain some flexibility to propose changes in the program in order for the teachers and parents to respond to the needs we encounter to ensure a successful learning environment. Any changes to this Charter will be negotiated with the FNSBSD School Board.

In order to increase learning opportunities for students, use different and innovative teaching methods, measure learning using alternative forms of measurements and create new professional collaboration, Chinook Montessori Charter School is submitting this Renewal Application as a Charter School.

Mission Statement

"Care about the children's hearts as well as their brains." -Montessori for the New Millenium

Chinook Montessori Charter School, a school of choice, strives to create a dynamic educational environment, which fosters educational excellence and cultivates personal, intellectual, and emotional growth and responsibility through a Montessori philosophy.

Foundational Aspects of Chinook Montessori Charter School

“Each of us guards a gate of change that can only be opened from the inside.” - Ferguson

Chinook brings children together in multi-age groups. Normally they span three age levels. Children stay with their teachers for approximately three years, allowing teachers to develop close, long-term relationships and to discover each child's learning style. It also creates a sense of community among the children.

Chinook Montessori Charter School believes that:

- Teachers teach the child through an unending respect for the child and faith in them. The teachers must create a nurturing, supportive caring environment that gives the child a variety of opportunities to grow and flourish.
- Parents and teachers are significant and influential in the child's life and important partners in the child's learning.
- Children learn to work and be together in a peaceful and caring environment where everyday kindness and courtesy are shown. By coming to understand and accept that they have responsibility to others they develop a clear sense of values and social conscience.
- The child's mind should be opened to the great intellectual effort and satisfaction from doing hard work. The child needs to work with the hands as well as the mind. Therefore, we strive to match mental effort with physical movement.
- Children are consciously connected to the local, national and global communities. By offering service to others, children explore, understand and begin to grow into full and active members of the adult world.
- Each child is a unique learner. Children do not develop at the same rate nor respond to a universal instructional approach. Individualized instruction, small group learning and developmentally appropriate practices are the foundation of Chinook's philosophy. We teach to a child's strength and make every effort to accommodate individual learning styles.
- The words “family partnership” go beyond the traditional view of parent involvement.

Through our weekly interactive journals, individual learning plans, parent committees, parent meetings and parent volunteerism we have developed a sense of co-ownership of Chinook. As

we progress through our time together, we find that teachers and parents are forming a strong cooperative relationship.

Changes Since Last Charter Renewal

Some minor changes have been made to our charter in the last 10 years. Our Chinook Board (APC) updated bylaws to include 3 new goals for the board, along with updating Article I and II. Last year our board approved our school to have a part-time dedicated head teacher. In the past, the head teacher role was done in addition to full-time teaching responsibilities. A change that we are hoping to make is to add another Pioneer (4/5/6) classroom, adding about 20 more students to our school.

A couple of changes were made to our lottery process. Parent(s) or Guardian(s) are now only required to visit our school once for orientation and visitation, instead of twice, before filling out a lottery application. Once spots are opened up, if there is a sibling on the sibling waitlist, we will go out of gender balance by one to keep families together. This means that instead of an 8 female and 8 male ratio, we would have 9 females and 7 males or vice versa.

We added our 15 attributes of success to our practical life curriculum. We focus on these attributes to help us develop the whole child and as a result, updated our report cards which can be viewed in Appendix O.

- ii.* Provide evidence of the local school board approval of the reapplication for the charter school marked as Appendix A. *AS 14.03.250(b)*

Pending FNSBSD Board action

- iii.* Provide evidence of the signed contract between the charter school and the local school board containing all required elements under AS 14.03.255(c) marked as Appendix B. *AS 14.03.255(c)(1-14)*

Pending FNSBSD Board action

- iv.* Provide either the charter school's bylaws marked as Appendix C **or** an indication on the signed assurance page that the bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. *4 AAC 33.110(a)(4)*

See Appendix C

- v.* Provide evidence of the Academic Policy Committee (APC) consisting of parents of students attending the school, teachers, and school employees. Evidence includes a list

of the members of the APC and their qualifications, as well as the written minutes from meetings where the charter school met with the academic policy committee to fulfill the requirement of at least once each year monitoring the progress in achieving the committee's policies and goals. Mark as Appendix D. AS 14.03.250(a), AS 14.03.255(b)(4), 4 AAC 33.110(a)(1)

The Chinook Board is the academic policy board, which supervises the academic operation of Chinook and ensures the fulfillment of the mission and specific levels of achievement for the educational program of Chinook.

This Board meets at least six times per year. The board is made up of four faculty members and three members of our school community. Board members are selected as vacancies occur. These community member vacancies are filled by a majority vote of the parents from a candidate slate of two nominated by the outgoing board. The APC for the 2019-2020 school year included Laura Stark (president and Chinook head teacher), Mia Mattie (Vice President and Chinook teacher), Shauna Trotzke (Treasurer and Chinook parent), Heather Conklin (Secretary and Chinook parent), Kenon Paul (board member and Chinook parent), Tyler Sloger (board member and Chinook teacher), and Darcie West (board member and Chinook teacher).

A continuing responsibility of the Academic Policy Committee, (Chinook Board) is to:

- maintain the vision of the Charter, including being aware of the school history, policies, and goals
 - September 19, 2011 - Garden project
 - April 09, 2012 - Board member election / lottery / annual report
 - October 1, 2012 - Heard from founding teachers
 - February 11, 2013 - Learning contracts discussed
 - May 20, 2013 - Discussed role of the board / going over charter
 - December 8, 2014 - Proposal for ski trails developed by students
 - February 9, 2015 - State Charter School Conference
 - February 22, 2016 - Alignment of Montessori curriculum with standards
 - January 23, 2017 - Review/change volunteer hours
 - September 17, 2018 - Chinook's 25th-anniversary celebration discussion.
 - November 18, 2019 - Reviewed the district's new transportation policy as it applies to Chinook.
- foster communication throughout the school community
 - September 19, 2011 - Plan for all school meeting
 - April 09, 2012- Plan for all school meeting/parent listserv

- October 1, 2012 - Post board meeting minutes on parent board and school district website
- February 11, 2013 - Parent Facebook site / listserv through PowerSchool
- May 20, 2013 - How to let parents know they can comment at board meetings / inform parents what fundraised money is used for
- September 9, 2013 - Parent survey
- January 14, 2014 - Use of PowerSchool to communicate with parents
- April 6, 2015 - Finding ways to keep parents informed about funding
- February 22, 2016 - Sending out a survey to parents
- February 20, 2017 - Parent meeting ideas
- January 22, 2018- Track it forward discussion
- December 9, 2019 - Discussion of a single online communication platform.
- nurture a sense of community
 - September 19, 2011 - Plan for all school meeting
 - April 09, 2012- Plan for all school meeting
 - October 1, 2012 - Plan for school Harvest Festival
 - May 19, 2014 - All school BBQ
 - April 6, 2015 - Spring Parent meeting
 - October 17, 2016 - Planning social events
 - January 23, 2017 - Parents and staff working together to send meals to a staff member dealing with a death in the family
 - January 22, 2018- Plans for pancake family breakfast.
 - September 23, 2019 - All school camp out, STEM science night and Sock Hop dance was approved.
- review the school operating budget
 - January 14, 2014 - Draft budget to be sent to the district and school board for approval
 - February 9, 2015 - School budget forecast
 - April 10, 2017 - Possible budget issues
 - April 20, 2020- Chinook applied for a North Star Borough tax break
- (2015) Be advised prior to making large changes to the school operating budget
 - September 19, 2011 - Staffing (classroom aides)
 - April 09, 2012 - New laptops
 - December 10, 2013 - Staffing
 - April 21, 2014 - New laptops for Mentors
 - February 9, 2015 - TVs installation in all classrooms
 - December 5, 2016 - Hiring part-time staff for PE

- January 23, 2017 - Changes to taxes
- March 18, 2019 - Hiring for apprentice teacher position
- April 20, 2020 - Increasing ½ time position to full time
- (2015)Oversee the disbursement of Chinook Inc. funds
 - August 29, 2011 - Money to the Novices for baking cupcakes for graduation
 - October 1, 2012 - Payment for tax preparation / artist in residence
 - March 25, 2013 - Reimbursement for Mentor/Graduate tea/graduate breakfast
 - September 9, 2013 - Train trip to Denali
 - September 7, 2014 - Funds for mentor play and new grill for the school
 - January 12, 2015 - Possible changes in accountant
 - November 14, 2016 - Filing as a “low fund” nonprofit
 - January 23, 2017 - Transferring funds to accounts that accrue interest
 - November 12, 2018 - All school Sleepover
 - September 23, 2019-Professional Development STEM conference in Seattle for all teachers.
- (2015)review and recommend Charter changes
 - May 20, 2013 - Discussed role of the board / going over charter
 - September 9, 2013 - Planning review of by-laws in the board manual and charter
 - October 07, 2013 - Article I and Article II revised
 - January 12, 2015 - Discussion of bylaw review
 - January 25, 2016 - Bylaws revised
 - April 20, 2020 -Chinook staff started the process of the charter review
- address major school facility issues
 - October 24, 2011 - Plowing the parking lot
 - February 11, 2013 - Electric locking doors w/ keypad and new glass
 - April 15, 2013 - Summer yard maintenance
 - September 9, 2014 - Charter school transportation discussion
 - March 9, 2015 - Discussion of bussing
 - January 23, 2017 - Summer garden plans
 - March 18, 2019- Leaky roof that continued to set off the alarm. Owners decided to not fix the leak.
 - September 23, 2019 - Creation of Building committee to negotiate a lower lease rate for Chinook
- address parental and student issues as requested
 - October 24, 2011 - Intervention team report
 - February 27, 2012 - Parent comments

- October 1, 2012 - Intervention team report
- February 11, 2013 - Intervention team report
- May 20, 2013 - Parent comments
- September 9, 2013 - Role in addressing parent complaints discussed
- November 04, 2013 - Parent comments on fundraising and head lice
- January 14, 2014 - Parent comments on technology
- February 10, 2014 - Intervention team report
- January 12, 2015 - Letter sent home regarding tardies
- January 23, 2017 - App to track volunteer hours
- September 17, 2018 - Intervention team updates
- September 23, 2019- Intervention team report

References: AS 14.03.250. Application for charter schools, AS 14.03.255(c)(1-14) Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter school application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Purpose		
Evidence of board approval		
Evidence of signed contract with all required elements	See required element below (items 1-14)	
1. Description of educational program		
2. Specific levels of achievement for the education program		

3. Admissions Policy and Procedures		
4. Administrative Policies		
5. Statement of Charter funding		
6. Method of accountability for receipts and expenditures		
7. Location and description of facility		
8. Name of teachers who by agreement will teach in the charter		
9. Teacher to student ratio		
10. Number of students to be served		
11. Term of contract (not to exceed 10 years)		
12. Termination Clause		
13. Statement of state and federal law compliance		
14. Exemptions or requirements included in contract		

Evidence of bylaws or assurance		
Evidence of APC, including list of names/qualifications, meeting minutes		

Section 2: Organization and Administration

- i. Provide information on how the charter school is administered to ensure that the terms of the contract required by AS 14.03.255 (c) are being met; including who is responsible and what mechanism(s) they use. *AS 14.03.255(b)(2)*

FNSBSD Policy 935.25 requires annual reviews of all charter schools in the district:

Once approved by both the school board and State Board of Education, the charter school will be subject to an annual review of its operations and finances by the school district and school board. Annually, the charter school will submit a written report and make a presentation to the school board and the public. This report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the school board. There will be an annual contract between the board and the charter school which includes the charter school budget and site accountability report. If there is evidence of a breach of contract, then the school board shall have a right to investigate this breach of contract and meet with the charter school to discuss possible remedies.

Administration

Chinook does not have a principal. It has a designated representative of Chinook responsible for administrative duties and communication between the Chinook and the FNSBSD administration.

The Chinook Board is the academic policy board, which supervises the academic operation of Chinook and ensures the fulfillment of the mission and specific levels of achievement for the educational program of Chinook.

Operational Powers

Chinook is responsible for its own operations within the limitations of any funding provided by the FNSBSD and other revenues derived by the school consistent with law, and has authority to independently exercise, also consistent with federal and state law, the following powers (including such other powers as provided for elsewhere in this Charter): Contract for goods and services, prepare a budget, select personnel, procure insurance, lease facilities for school purposes; purchase, lease, or rent furniture, equipment and supplies and accept and expend

gifts, donations or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and not contrary to any terms of this Charter. The FNSBSD shall be given written notice of all accepted gifts, donations, and grants, and any conditions thereof. Any equipment, supplies or other materials received from grants or donations shall be retained by Chinook upon the completion or termination of the Charter. In exercising these powers, Chinook shall comply with all applicable FNSBSD policies unless a specific waiver is obtained.

Travel Policy

An important component of Chinook is the access to the local, state, national and international communities. Our program involves regular day trips and occasional more involved overnight learning opportunities. All overnight trips are guided by a checklist, which includes prudent safeguards and backups.

Rights as a Public School

As a public school within FNSBSD, Chinook receives full access to FNSBSD resources, which are normally available to any other public school in the FNSBSD. FNSBSD makes available films, books, software, art kits, art specialist, reference materials, audiovisual and other equipment as is normally provided to other public schools. FNSBSD provides Chinook access to districtwide Library Media Services the same as it does for other schools. Chinook has access to inter-school mail services and participates in the equipment surplus program. Staff may attend classes for FNSBSD teachers and apply for special grants and programs the same as any other teacher in the FNSBSD.

Commitment to Nondiscrimination Practices

Chinook shall comply with all applicable federal, state and local laws, rules and regulations, including, without limitation, the constitutional provisions prohibiting discrimination on the basis of disability, age, race, color, gender, national origin, religion or ancestry.

Nonsectarian Status

Chinook agrees that it shall operate, in all respects, as a nonsectarian public school. Chinook shall not be affiliated with any sectarian school or religious organization.

- ii. Provide the written administrative policy manual utilized by the charter or an indication on the signed assurance page that the policy manual submitted to the department in the initial application or previous renewal applications has not changed. Mark as Appendix E. 4 AAC 33.110(a)(13)

The FNSBSD, as the chartering agency for Chinook Montessori Charter School, makes its policies

available on its website (www.boarddocs.com/ak/fbns/Board.nsf/Public) and provides pertinent regulations and school rules and procedures in staff and student handbooks. Chinook Montessori Charter School will adopt those School District policies, except as waived in the contract between it and the FNSBSD (see Appendix E), and operate in compliance with the terms of the contract. As employees of the School District, all employees of the school will be guided by School District personnel policies.

The Charter School Act permits charter schools to operate free from specified state and local rules and regulations in order to effect innovative educational reform. Chinook requires that it be permitted to operate free from those specified policies. Chinook operates in compliance with all other FNSBSD policies and regulations and all applicable federal, state, and local laws, rules, and regulations unless specifically waived. Waivers from specific FNSBSD policies or regulations may be requested by Chinook by submitting a written request to the School Board. The request shall include the reasons Chinook is in need of or desires the waiver. Waivers of the policies and regulations may be granted only to the extent permitted by state law. In the event FNSBSD policy or regulation from which Chinook is requesting a waiver is required by state regulation, FNSBSD agrees to jointly request such a waiver from the State Board.

The waivers requested by Chinook are subject to the following assumptions:

- FNSBSD policies, and their accompanying regulations, may be waived by the FNSBSD or by the contract between Chinook and the Board.
- By not receiving a waiver for a FNSBSD Board policy or regulation, it is understood that the governing board of Chinook has adopted the policy or regulation as its own. Compliance will be consistent with federal and state law and the contract between Chinook and the Board. It is further understood that the premises, services, resources, personnel, students, etc. contained in the policy or regulation pertain to Chinook premises, services, personnel, students, etc. unless it is otherwise specifically agreed to by the FNSBSD Board. Subsequent changes to such policies and regulations also apply to Chinook unless waived by the FNSBSD Board.
- Waivers are requested for three reasons: 1) to delegate governing authority from the FNSBSD Board to the Chinook Board; 2) to change the substance of a policy or regulation; 3) to delete a policy or regulation.

iii. Provide evidence that the charter school met regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school, including any review recommendations. *AS 14.03.255(b)(3)*

Throughout the years of our charter, the board met monthly to discuss the operation of the school. Parents outside of the board have and will continue to be welcome at board meetings, as we reserve the first 15 minutes for parent comments. Additionally, we have school-wide

meetings each trimester to discuss current issues, upcoming events, and ways to connect socially with our families. Each year two of these events include our All-School Campout and our End of the Year BBQ. See Appendix D for minutes from board meetings.

- iv. Provide evidence that the charter school met with the APC at least once a year to monitor progress in achieving the committee's policies and goals. AS 14.03.255(b)(4)

See Appendix D for minutes and section 1v for a detailed breakdown.

- v. Provide a description of the school schedule and calendar. 4 AAC 33.110(a)(9)

"The teacher gathers together a preselected group of children, gives them a story or presentation, and sends them off to work together When the children are concentrating and working independently and without teacher interference, they have achieved the goal of self-direction Montessori discovered that once children become self-directed, they do their best work when allowed a three-hour uninterrupted work cycle." - Lillard, 1996

The Learning Day

The core day is from 8:15 am to 2:45 pm. Our day is built around two work cycles, one in the morning and one in the afternoon. Approved parent-led after-school studio programs can be held from 3:00 to - 4:00 pm. Chinook operates under a trimester system. Students are assessed and formal student-led portfolio presentations with parents take place three times a year.

Staff Information

Teachers and staff members need to embrace the foundational philosophy and methodology of the school. Employment at Chinook is contingent upon the candidate's agreement with the Montessori Philosophy, and willingness to follow the school's curriculum and methods. This applies to all openings including new hires, voluntary and involuntary transfers. Every effort will be made to maintain our goal of 80% Montessori trained teachers who embrace the Chinook philosophy. All provisions of applicable collective bargaining agreements apply to staff members at Chinook.

Current Chinook teachers are Laura Stark, Joanna Mackey, Darcie West, Wendy Demers, Michele Halbrooks, Mia Mattie, Rebecca Kegley, Christina Carlson and Tyler Sloger. Other staff members include one administrative secretary, one custodian, four classroom assistants, a .1 counselor and Special Education related services staff.

School Calendar

Chinook reserves the right to alter our calendar based on the needs of our parents and our educational program. Chinook's staff may attend any FNSBSD inservice (Professional Development) but are not required to attend those inservices if the school determines the subject to be not applicable to their program. Chinook's staff attends any inservices mandated by the district, state and federal government.

The school year is a minimum of 180 days. See Appendix K for our current calendar.

- vi. If applicable: Provide information on alternative educational options for students not wishing to attend the charter if the charter school is the only school in the community. 4
AAC 33.110(a)(12)

N/A

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter school application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 2	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of administrative oversight		
Evidence of written administrative policy manual or assurance		
Evidence of regular parent and teacher contacts for continuous improvement		
Evidence of annual APC meeting		
Description of school schedule and calendar		
Alternative options for students if no other educational program exists		

Section 3: Educational Program and Student Achievement

- i. Provide a description of the educational program to be offered at the charter school including specific teaching methods that benefit an age group, grade level, or specific type of student and examples of curriculum utilized. *AS 14.03.255(c)(1), AS 14.03.265(a)(1-3), 4 AAC 33.110(a)(5)*

Our instruction uses key Montessori materials and is presented simply and concretely in the early years. Then we reintroduce the lessons several times through the remaining elementary and middle school years at increasing degrees of abstraction and complexity. There are seven strands within the curriculum: literacy, math, social sciences, practical life, the arts, science and technology. See Appendix P for a description.

The teacher-student ratio for Novices (Kindergarten) is 1:16. While in the Novice years, students do more concrete work with hands-on materials. Manipulatives are used for teaching math concepts such as counting, adding, subtracting, shapes and graphing. There are also hands-on materials to help students learn letters and phonemic reading. Many of the materials are also helpful in the development of fine motor skills. Students work on social skills throughout the day.

As an Apprentice(1st-3rd) they begin to think more abstractly. We meet this need by providing engaging materials and encouraging students to dig deeper and “Go Beyond” in their studies. *Expert Files, Go Out Groups*, and the invitation to observe higher-level lessons nurture curiosity while giving students the skills they need to move toward abstract thinking through books and paper in the Pioneer classroom.

The Apprentice classrooms are multi-age classrooms which include 1st-3rd grades. Chinook Charter offers two Apprentice classrooms. The teacher-student ratio in these classrooms is 1:24. Students in this plane of development are very social and are beginning to use abstract thinking. We support our students’ social development by encouraging them to work independently, in pairs, and in small groups. Activities such as buddies, visiting Mentors and reading to Novices further strengthen our Chinook community and develop strong social skills. Our ETC and NAMC curriculum is integrated with Alaska State Standards. The Apprentice classroom develops a solid foundation of reading, writing, grammar, and number sense. It features botany and history, with students exploring the timelines of the universe, life, and people, and comparing fundamental needs across cultures and time. Lessons are typically in small groups of 4-8 students or 1:1 and provide multiple ways for students to practice and show their understanding.

The Pioneers are multi-age classrooms which include fourth through sixth grades. Chinook

offers two of these classrooms with a certified teacher in each room with a shared teaching assistant. Each classroom consists of 8 students per grade, twenty-four students in total. Like the Apprentices, Pioneers in this plan of development are continuing their transition from concrete to abstract learning. Instruction is geared toward academics and teaching to the “whole child” which also includes social and emotional development. By the time students leave the Pioneer classroom they are solely working without Montessori materials and are ready to enter the Mentor classroom.

The Mentor classrooms include grades 7th and 8th. The teacher-student ratio in these two classrooms is 1:22. Students in this plane of development are very social and eager to complete tasks without adult interference. We support our mentor students’ social and academic development by providing volunteer opportunities and independent project completion.

Our teachers develop weekly and monthly work plans for each child to guide them in their discovery. These plans meet the child at their developmental level and are based on the ability to follow directions, learning styles, and special needs. Work plans follow the Montessori curriculum while ensuring that our students meet (or exceed) state standards. Students archive their completed work both digitally and in student binders. They then reflect on their favorite pieces and display these works in *Portfolio Presentation*, a student-directed parent conference. This design helps students to gradually develop time management, reflection, and organizational skills.

- ii. Provide evidence of a written instructional program that addresses state content standards under 4 AAC 04 and aligns with the content on the statewide assessment system under 4 AAC 06.710-4 AAC 06.790 marked as Appendix F. 4 AAC 33.110(a)(6)

Chinook teachers use the Alaska State Standards and applicable State Statutes to provide instruction. See Appendix F for examples of how some of our lessons align with the standards. See Appendix P for example scope and sequences for two grade levels. See Appendix Q for our program description that has guided us for the past 25 years.

- iii. Provide a description of plans for serving special education, vocational education, gifted, and bilingual students. 4 AAC 33.110(a)(10)

Special Education

Chinook delivers special education services that comply with FNSBSD policy and state and federal law. All students with disabilities whose least restrictive environment (LRE) has been determined by the Fairbanks North Star Borough School District to include Chinook Montessori Charter School’s educational setting are provided with complete services as legally set forth in their IEP, 504 or ELL plan. The general education teachers, resource teacher, and other staff

members (including FNSBSD specialists) work as a team to serve these students comprehensively. We currently have a full-time resource teacher.

- iv. Provide the written objectives for program achievement desired by the charter. Include information on the progress of the charter to date in reaching the objectives. Include in this section information on ASPI star rating, comparisons of state assessments for the school to district and state averages, as well as student performance by disaggregated groups. Include a synopsis of how students in your school are performing. Also include information on how the charter addresses the needs of students who do not perform at acceptable levels of proficiency. 4 AAC 33.110(a)(7)

"The present question for us is not 'What wonderful thing will we do tomorrow?' but, 'How much improved is today over yesterday?'" -J. Taylor

Chinook Montessori Charter School has eight program goals with specific levels of achievement for each.

1. Stable Enrollment: Excluding those who move out of the area, the school will aim for a voluntary re-enrollment 90%.

- In the 2017-2018 school year, 94% of our students returned. In the 2018-2019 school year, 95% of our students returned and in the 2019-2020 school year, 93% returned.

2. Community Instruction: Chinook has set a goal of involvement by guest speakers and guest instructors in and out of school to equal at least 500 hours each year. We will calculate the hours based on the time guests spend teaching individuals, small groups, and whole classes.

- We meet or exceed this goal each year. Students at every level participate in several go out groups into the community, such as Botanical Gardens, UAF museum, Riverboat Discovery, Morris Thompson Cultural Center, and the fire department. Our 4th-6th graders learn from Denali Park Rangers when they spend 3 days in Denali every three years. The 8th graders are able to learn from a variety of instructors from different parts of the country when they go on a week-long trip each year. Chinook also brings in guest instructors, such as nurses, pilots, musicians, and artists in residence.

3. Community Service: Chinook has set a goal of offering at least 500 hours of student community service each year. We will calculate hours based on the time individual students perform community service.

- Chinook continues to meet this yearly goal, if not exceed the goal. Our younger students (K-3rd) can be found helping our local food bank by baking bread and filling food boxes. These younger students also help with local trash cleanup. Older students (4th-8th) also

participate in a wide variety of community service opportunities such as working at non-profit organizations like Green Star and Paws for Purple Hearts. These students also help at our local hospital and pound by making/donating needed blankets and toys. Community service continues to be a big part of Chinook's philosophy.

4. Educational Program: 100% of students will have an individualized learning program emphasizing academics, self-discipline, and responsible behavior as members of a learning community.

- Students make weekly and yearly goals in academic, physical, and social areas. Students also write weekly reflections on work selections and write letters to themselves in which they reflect on their overall goal progress each trimester.

5. Parent Satisfaction: The school has a goal of having 90% of the parents surveyed indicate that they are satisfied with Chinook.

- At the end of the 2016-2017 school year, 76.9% of the parents surveyed assigned Chinook a letter grade of A. The percentage of satisfied parents decreased to 73.1% for the 2017-2018 school year and increased at the end of the 2018-2019 school year to 87.5%.
- *Steps moving forward: We will continue to communicate with parents about their satisfaction informally (face to face upon pick up and Take Home Journals) and, on a yearly basis, formally through district surveys and our own surveys directed by the Chinook Board.*

6. Small School Size with Low Adult-Student Ratio: In order to maintain a family-like atmosphere, increase learning and meet the individual needs of students. Chinook will maintain a small enrollment. The school will be limited to approximately 150 children. The teacher-student ratio will not exceed 1:24.

- Chinook continues to be a small school. The teacher-student ratio does not exceed 1:24. The Novice family group welcomes 16 kindergarten students every year. Apprentice family groups keep the 1:24 teacher-student ratio. The Pioneer classes occasionally have to increase the teacher-student ratio to 1:25. The Mentor classes keep the teacher-student ratio at no more than 1:22.
- *Steps moving forward: With the challenge to consistently welcome 7th graders into our school, we would like to grow to no more than 175 students. To do this, we need to add another Pioneer classroom, which would lower the teacher-student ratio in 4th-8th grade to 1:22. We have 151 students enrolled for the 2020-2021 school year.*

7. Parent Involvement: Chinook will provide an unprecedented opportunity for parents to have hands-on involvement in the structure and operation of the school. Ninety percent of all families will volunteer an average of fifteen hours per trimester.

- In the 2017-2018 school year, a volunteer tracking application was implemented at Chinook. In the first year of use, 65 families were actively involved as volunteers. The families averaged 39 hours of the targeted goal of 45 hours per year.
- In the 2018-2019 school year, 62 volunteers were active with an average of 36 hours per year.
- In the 2019-2020 school year, in which the school building was closed in the spring by the pandemic, 60 volunteers were actively involved and volunteered an average of 32 hours.
- *Impediments to Meeting Goal:* Many parents that have volunteered have not logged hours. Some families never registered accounts. The tracking system and volunteer opportunities are not streamlined.
- *Steps moving forward:* We have researched and will be switching our volunteer tracking site. Our new site will track hours, and provide volunteer opportunities on the same site. We have assigned a teacher position of Volunteer Coordinator. The coordinator will cross-reference the site with our family list to ensure all families have accounts. At meetings, and events, a kiosk for check-ins will be provided to track volunteer hours on site.

8. Reading Competence: 80% of all students will be at or above grade level in reading

- According to the 2019-2020 school year MAP and AIMS data, 68% of our students are at our above grade level in reading.
- *Steps moving forward:* This is an area of growth for us and we plan to use Professional Development to strengthen this goal.

9. Montessori Training: 100% of the Chinook educators will participate in on-going training or continued teacher research. Eighty percent of the Chinook teachers will be Montessori certified.

- All of our K-6 teachers are Montessori Trained. Our Middle School Teachers and Special Education Teacher have attended National Montessori Conferences and completed an Introduction to Adolescents course through a Montessori School. Elementary teachers continue to take additional online courses and webinars.

Testing Information

Chinook students participate in district and state testing. See Appendix N for a comparison of Chinook's performance on PEAKS with district and state averages for the 2017-2018 and 2018-2019 school years.

2013-2014:

- Chinook's ASPI score was 95.52, which gave the school a 5-star rating.

2014-2015:

- ELA: 61% of students "meet standards" (Level 3 or 4)
- Math: 41% of students "meet standards" (Level 3 or 4)
- Science: 56% of students advanced or proficient

2015-2016:

- No data available due to the cancellation of AMP testing

2016-2017 (PEAKS):

- ELA: 56.73% of students proficient or advanced
- Math: 48.08% of students proficient or advanced
- Science: 64.86% of students proficient or advanced

2017-2018 (PEAKS):

- ELA: 60.4% of students proficient or advanced
- Math: 55.4% of students proficient or advanced
- Science: 56.2% of students proficient or advanced
- Overall School Index Value: 67.82

2018-2019 (PEAKS):

- ELA: 56.9% of students proficient or advanced
- Math: 48.1% of students proficient or advanced
- Science: 64.7% of students proficient or advanced
- Overall School Index Value: 60.1

2019-2020 (PEAKS):

- No data available due to COVID-19

- v. Provide a description of the mechanisms for student assessment utilized in addition to those required by state law. 4 AAC 33.110(a)(5)

"Education is a conscious, purposive, informed activity." -Dewey

Chinook Montessori Charter School exists to fulfill students' academic and developmental needs. Chinook submits the following description of our assessment plan which draws from current educational research, state standards, FNSB School District goals, parent surveys, and needs assessments.

Performance standards are evaluated using both formal and informal objective and subjective assessment tools. Multiple assessments are used to evaluate and document student achievement, including anecdotal record keeping, reading assessments, student portfolios, report cards, presentations, and state-mandated standardized tests.

Attainment of standards is demonstrated by oral presentation, written examinations, writing samples, audio recordings, artistic renderings, technology presentations, or any combination of these examples.

Students exhibit a wide range of abilities, therefore, specific organizational strategies have been developed to meet these needs. All students have an Individualized Learning Plan, which includes specific educational goals, developed by the teacher, parent, and student.

If a student has difficulty additional support is provided through tutors, parent volunteers, staff intervention meetings, at home or after schoolwork, or any combination of the above as determined by the teacher, parent, and student.

Student Performance Assessment

"We are saying that students at all ages must take increasing responsibility for their learning. That is the only way to get them deeply engaged and committed to their education." --R. Brown

Chinook Montessori Charter School's assessment plan accommodates the distinctive concerns of the individuals, students, families and the community in which Chinook Montessori Charter School resides. Embedded in the plan is an emphasis on what students know and methods which give them an opportunity to display these accomplishments.

We conduct an informal reading assessment at least twice a year (Rasinski & Padak, 2008). The evaluation examines growth in reading comprehension through three modalities: oral, silent and listening. Our students are evaluated using a variety of reading assessment tools.

A. Weekly Assessment

Disciplined focus allows us to see what is before us to understand the individual needs of the child. Consistent observation enables us to watch the child developing and unfolding. Teachers engage in daily observation and document the process of independent work.

B. Trimester Assessment

Portfolios include samples of daily work, a review of the child's educational plan, written reflections and photographs capturing the child at work. At the time of the conference, the student shares the portfolio and the report card. The report card includes a language arts and math evaluation, as well as an analysis of progress in self-discipline, teacher narrative, parent letter and student self-evaluation.

C. Three-Year Assessments

Passages, intensive three-year assessments, take place with the active involvement of both parents and teachers. During this time, students critically examine themselves as learners to determine if they are ready to advance to the next level (Gregory, 1993;Sizer, 1992).

Each Passage is seen as a milestone. It is an opportunity for a student to pause, look back and reflect about the difficulty of the terrain they have just traveled through in-depth learning or service projects. After this Passage Project students are able to approach the next part of their educational journey with heightened confidence.

Elements of the Passage Portfolio

Novice (5 to 6 years old)

At Chinook Montessori Charter School emergent and early learners display immense curiosity about the world. This is a time of introduction and practice to a more formalized learning. Emergent learners begin to make choices, become aware of their own thinking and begin to acquire and integrate knowledge.

After their first year in school, requirements for the Novice level are:

- review individual learning plan
- set goal for next year

Apprentice (6 to 9 years old)

At Chinook Montessori Charter School, Apprentices begin to look beyond themselves. They take into account the audience, point of view and build on previous experience. They often deal with abstract and complex issues in their work. They show greater flexibility in moving between teacher-directed and self-directed learning. Fluent students also extend and refine their knowledge.

The three-year assessment requirements for the Apprentice level are:

- analyze and share work in order to show readiness to move to the next level
- prepare and present a research project of their choosing to parents, teachers, and classmates.

Pioneer (9 to 12 years old)

At Chinook Montessori Charter School, proficient students have internalized broad knowledge concepts and can independently monitor their own learning. This is a stage of increasing complexity, in which students are able to evaluate, interpret and analyze in-depth. They have developed their own distinctive learning style. Proficient learners use knowledge meaningfully.

The three-year assessment requirements for the Pioneer level are:

- reflect on the past portfolio work

- review grades
- analyze and share work in order to show readiness to move to the next level
- students create and perform a six to ten hour community service project
- a community service project is then presented to parents, teachers and classmates.

Mentor (12 to 14 years old)

At Chinook Montessori Charter School, Mentors are entering a period of self-construction. "The adolescent wishes to discover both the self and society in order to take his or her place in the adult world as a contributing member" (Lillard, 2005). Mentors study interdisciplinary subjects using critical thinking skills and situations of cooperative learning involving real-life applications. Their education needs to be very broad and extensive. The two-year assessment requirements for the Mentor level is to complete an extensive Passage project consisting of several components each of which they reflect on. These components include:

- physical challenge
- community service project
- a week-long apprenticeship within a career of interest
- a "gift of self" where the students provide a service to the school, based on their personal strengths
- a case study consisting of an evaluation of their learning in and out of school from early childhood through present day

During Passage, each student creates a supportive committee. The people on this committee include parents, teachers, peers, and other adults. The supportive committee encourages the student and asks critical questions. The student is the leader of the final Passage presentation. During this Passage meeting, they present all their work. The student also has an obligation to the school to share this work with younger mentors.

References: AS 14.03.255. Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of educational program		

Evidence of written instructional program that addresses content standards and aligns with statewide assessment system		
Description of plans for serving special education, vocational education, gifted and bilingual students		
Evidence of written objectives for program achievement, progress on meeting objectives, comparisons of disaggregated assessment data to district and state averages, and plans to address students who do not perform at acceptable levels		
Description of the mechanisms for student assessment in addition to those required by state law		

Section 4: Professional Development

- i. Provide a description of and schedule for staff development activities. 4 AAC 33.110(a)(8)

Chinook completes professional development as a group. We believe that when we learn together, we grow together and our philosophies better align with each other. In previous years, our professional development has included additional instruction and conferences in Montessori Methods, STEAM, science, and technology.

Steps Moving Forward: Chinook Montessori is committed to providing inclusive classrooms and a safe classroom environment that promotes lifelong learning for both our students and our staff. Our staff will continue to seek training and experience in anti-bias, differentiated learning, Montessori methods, and literacy. We will continue to look at the current needs of our students and staff while planning professional development opportunities.

The following is both a description and schedule of our previous four years of professional development:

2016 - 2017

Professional Development #1 – 8-10-16

- Staff Meeting
- Revisit and revise the lottery process descriptions and report cards
- Plan National March Montessori Conference in San Diego, California

Professional Development #2 - 8- 11-16

- Terri Austin, a founding teacher of Chinook, provided two days of professional development helping us develop a book proposal explaining Chinook's "Attributes for Success"

Professional Development #3 – 8-12-16

- Terri Austin – work on Attribute book

Professional Development #4– 9-26 -16

- Discuss Raising Cain (Wendy, Laura, Christina, Paul) and Reviving Ophelia (Mia, Elizabeth, Michele, Wendy)

Professional Development #5 – 10-24 -16

- Staff training First Aid/CPR

Professional Development #6 - 3 -8-17

- National Montessori Conference in San Diego, California

Professional Development #7 3-9-17

- National Montessori Conference in San Diego, California

Professional Development #8 - 3-10-17

- National Montessori Conference in San Diego, California

Professional Development #9_ 4-17-17

- Create the 2017 – 2018 School Calendar

Professional Development #10 - 5-18-17

- Staff Meeting – preparing for the 2017/2018 school year

2017- 2018

Professional Development #1 -8-11-17

- Staff Meeting

Professional Development #2 - 8-14-17

- Curriculum material assessment and organization (Science, Social Science, Math & ELA)

Professional Development #3 - 8- 15-17

- Wendy and Michele facilitated Science lessons from ExxonMobile Science Conference

Professional Development #4 - 10- 9-17

- Attribute training

Professional Development #5 - 12-11-17

- Wendy and Michele facilitated Science lessons from ExxonMobile Science Conference

Professional Development #6 - 2-19-18

- Attend ASTE
- Calendar

Professional Development #7 - 3-19-18

- Reflect and share on ASTE

Professional Development #8 - 3-20-18

- Make-up school day/school power loss

Professional Development #9 - 4-16-18

- Graduation

Professional Development #10 - May 18

- Preparing for the 2018/2019 school year

2018 - 2019

Professional Development #1 - 8-9-18

- *Beginning of the year Staff Meeting*
- *Alice Training*
- *Purge/Clean Material's room (Mabel)*

Professional Development #2 - 8-10-18

- *Go over Aligning "Chinook Routines/Expectation . . ."*
- *Aligning Technology throughout the Family Groups*

Professional Development #3 – 8-13-18

- *Make Attribute Rubrics for each Family Group*
- *Integrating the Attributes with Technology*
- *Discuss Attribute week activities (1 activity per week)*

Professional Development #4 - 9-28-18

- *Evaluations work*
- *Alice Training with Laura and Darcie*

Professional Development #5 – 10-15-18

- *CPR/First Aid Training*

Professional Development #6 – 2-1-19

- *All-Staff Team Building – Art Grid Project*

Professional Development #7- 3-7-19

- *Test training with Tyler and Assistants*
- *ALICE scenarios*

Professional Development #8 – 3-8-19

- *ASTE updates from Mia, Wendy and Darcie to whole staff*
- *Writing buddy design*

Professional Development #9 – 4-1-19

- *Create 2020 school calendar*

Professional Development #10 – 4-15-19

- *Chinook Board Meeting*
- *Penny Wishes/Graduation finishing touches/Staff Meeting*
- *Pat Turner visit to help us better address extreme student behavior*

2019 - 2020

Professional Development #1 Agenda -- Monday, August 12, 2019

- updated field guide and front door code and intervention binder
- cleaned up the building in preparation for the first day of school
- staff goals

Professional Development #2 Agenda -- Tuesday, August 13, 2019

- updated front display case
- wrote letter introducing new teachers
- prepared for all school campout

Professional Development #3 Agenda -- Wednesday, August 14, 2019

- created learning contract lesson and quiz
- organized Professional Development Book Groups

Professional Development #4 Agenda -- Monday, October 14, 2019

- staff goal updates and reflection
- updated Crisis Management Plan
- Team Curriculum Time

Professional Developments #5-7

- NSTA Conference

Professional Development #8 Agenda -- Monday, February 17, 2020

- Graduation Slideshows
- Watched Terri's Video
- Communication Platform Updates

Professional Development #9 Agenda -- Monday, March 16, 2020

- COVID19
- updated Waivers and ARs
- Testing Training

Professional Development #10 Agenda -- Monday, April 13, 2020 -- Zoom Meeting

- Transportation/Insurance Document Updates

References: 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 4	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of and schedule for planned professional development		

Section 5: Facility

- i. Provide the location for the charter school, description of the facility and lease information. AS 14.03.255(c)(7)(d), 4 AAC 33.110(a)(15)

“A beautiful place is a place that possesses qualities that enduringly serve to comfort, delight, and enable us.”- C. Gallagher

Chinook is currently at 3002 International Street. The site is situated in a central location for the benefit of our widely scattered student community. Our building lease can be viewed in appendix L.

The school occupies approximately 13,500 square feet, which includes eight classrooms averaging 816 square feet, a conference room/library, a small supply/workroom, a storage room, a custodial room, an office and three restrooms. The structure of our building enhances our focus of creating a close community of learners.

Chinook has its own parking area for parents and visitors. In addition, students use the existing playground on the site. A connex, which we purchased twelve years ago as a storage facility, sits just beyond the playground fence.

The specific location of the Chinook facility is always determined by mutual agreement with Chinook and the FNSBSD Board, and shall not be moved or relocated without the prior, written approval of the FNSBSD School Board.

- ii. Describe the plans for the charter school’s facility and any plans for projected growth. 4 AAC 33.110(a)(15)

For Chinook’s growing community we hope to add an additional Pioneer classroom and expand our community space. All classrooms should continue to have natural light, be warm and welcoming spaces, include a small kitchen area, with sink, and have room for flexible seating and group work. Additional indoor and outdoor community spaces would enhance student collaboration, strengthen the school community, and promote student discovery.

Current floor plans can be seen in Appendix M.

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
Section 5	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable		
Evidence of a written facility plans		

Section 6: Admission

- i. Provide the written admission policies and procedures utilized by the charter. Please include evidence that the school is ensuring an equal and bias-free access to all eligible students. Mark as Appendix G. *AS 14.03.255(c)(3), 4 AAC 33.110(a)(11)*

To play their part in helping the child, parents need to be welcomed by the school. A genuine attitude of respect and partnership must be shared. -R. Robinson

Prospective families of Chinook Montessori Charter School are guided to complete the following enrollment process:

1. The first step in the lottery process is to visit Chinook and attend an orientation. One session is usually scheduled for the end of February and the second session is scheduled for mid-March. During the orientation, the parent(s) or guardian(s) will learn about the school philosophy, how Chinook operates, and the history of the school. Prospective families will also observe the classes and how they function. The visit is designed to be observational, parents and students are encouraged to walk through the classroom while refraining from interacting with the classes themselves.
2. After observing the school, a parent or guardian fills out a lottery application.
3. Once completed, the application will be reviewed to ensure all information (including sibling applications, contact information, etc.) is complete. If more students apply than can be accommodated (grade levels K-6 is limited to 16 students and grades 7-8 is limited to 22 students), applicants will be drawn by lottery for admission. Due to the course requirements, new 8th graders are not admitted into Chinook.
4. The lottery date is April 15. If April 15 occurs on a weekend, then the lottery occurs on the closest weekday date. Parents and students are welcome to attend the public lottery

which is held at the school. The lottery is presided over by at least one Chinook Board member and two teachers. The drawing begins promptly at 6 p.m. on the Chinook premises. Interested members of the public are welcome.

Prior to the drawing, each family name is placed on a small slip of paper. The paper is folded and put in a bowl and stirred, slips are chosen randomly from the bowl, and then the family name is recorded in the order it was drawn.

As each family is drawn, each child is given a number. For example, Adams family: Fred Adams is #1, Sue Adams is #2 and Pat Adams is #3. Jones family: Sam Jones is #4 and Mike Jones is #5. The process continues in this manner until all the names have been drawn, and all students have numbers.

Students are then categorized according to grade level. Students are placed in numerical order on the appropriate grade list, and open positions are offered to the student accordingly.

5. Parents are welcome to call the school after the lottery date to learn about their child's position on the waitlist. In honoring confidentiality, a published list of the entire lottery is not released.

Final Admission

Parents and students must agree to our policies, as seen in Appendix R.

- ii. Provide a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity. Please include information in this section describing enrollment and waitlist numbers for the past 3-5 years. Mark as Appendix H. *AS 14.03.265(b)*, *4 AAC 33.110(a)(17)*

The recruitment process for new students at Chinook Montessori Charter School includes:

- Working with the School Liaison Officer for Ft. Wainwright, who advertises the school's application window and serves as a proxy for military families receiving Permanent Change of Station (PCS) travel orders to Fairbanks.
- Contacting preschool directors and posting notices about the application/enrollment window at local preschools, daycare centers, and the FNA Head Start program.
- Displaying flyers advertising the application window and orientation meetings in high-traffic, kid-friendly areas around the FNSB.

- Posting digital flyers advertising the application window and orientation meetings on our school's Facebook page as a paid advertisement for the period of 1 week leading up to each orientation
- Providing access to enrollment information on the school's website.

Information about the lottery process is detailed above in section 6*i* and Appendix G.

References: AS 14.03.255. Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 6	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of written admission policies and procedures		
Evidence of a written student recruitment process, including enrollment and waitlist numbers		

Section 7: Fiscal

- i. Provide a written budget summary and financial plan, including a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget. Information in this section should explicitly detail the amount and sources of the revenue streams; the specific indirect rate (not to exceed 4%) and details of what the indirect rate charges cover; as well as the charter's eligibility to receive additional revenue over the 2.65 mills required in the foundation formula. Projected budget marked as Appendix I. *AS 14.03.255(c)(5), 4 AAC 33.110(a)(14)(A)*

Appendix I includes the 2020-2021 budget workbook that outlines Chinook Montessori Charter School's funding formula including the 4% indirect rate and share of voluntary local contribution. Also included is a detailed budget breakdown for 2020-2021 school year, and projected budgets from annual FNSBSD budget reports.

- ii. Provide a signed assurance that:

- the charter school follows all district approved practices to account for receipts and expenditures;
- the charter school has been successful in ending each year with a zero or positive fund balance;
- all audit reports to date indicate the school has met its obligation to ensure the fiscal integrity of the school's financial operation. *AS 14.03.255(b)(1)(c)(6)*

Accounting Services Provided by Chinook

The Operating Budget, which includes all expenses necessary for the day-to-day operation and continuation of the school is negotiated with the FNSBSD School Board each year. The budget is a cost-effective and efficient plan for educating students. Chinook is responsible for certifying all staff payroll information through TimeClock Plus to FNSBSD in accordance with specific timelines that allow for the sequential processing of all employees' data and preparation of payroll checks consistent with FNSBSD requirements.

Chinook reserves the right to reallocate funds from one line item to another if purchasing practices or conservation result in an expenditure less than budgeted. For budgetary purposes, annual appropriations lapse at fiscal year-end, except for that portion related to encumbered amounts. Encumbrances outstanding at year-end are reported as reservations of fund balance and are automatically carried forward to the new fiscal year budget. Unspent and unencumbered funds at fiscal year-end will be reported to the Board of Education and may be re-appropriated by the Board at their discretion.

Chinook Montessori Charter School agrees to maintain appropriate financial records in accordance with all applicable federal, state, and local laws, rules and regulations. The school further agrees to make all such records available to the FNSBSD for auditing purposes and cooperate in the annual independent financial audit of FNSBSD records.

Accounting Services Provided by FNSBSD

FNSBSD provides appropriate assistance to Chinook in the areas of finance, budgeting, insurance, legal issues, administrative and instructional in-services to help ensure the most economical and sensible decision-making process in the utilization of the Chinook budget funds. FNSBSD assists with technical details of budgeting and accounting. All purchase orders, expenses and payroll are routed to the FNSBSD for payment

Proceeds from public funds, such as state foundational revenue, are forwarded directly to the FNSBSD for credit to the Chinook account. FNSBSD provides payroll functions for Chinook similar to those provided for other employees of FNSBSD, including the preparation of W-2's and other

reports that are required by state or federal law to be given to employees or filed with such agencies.

Chinook is audited as any other public school.

Contract Purchasing

Goods and services purchased by Chinook Montessori Charter School shall be paid in accordance with applicable FNSBSD policies and purchasing rules. Chinook Montessori Charter School is obligated to obtain competitive bids for goods and services through MUNIS, the district's purchasing program, except as otherwise provided by FNSBSD policies. Chinook also reserves the right to obtain competitive bids for goods and services when it is in the best interest of the Chinook to do so and to enter into purchasing contracts beyond those in place with the FNSBSD. Services to the District available at low, reduced or no cost are made available to Chinook Montessori Charter School. The FNSBSD will disseminate information about such goods or services available to the District to the Charter School.

Compliance with Current Accounting Laws:

The Charter School will comply with AS 14.17.910, Restrictions Governing Receipt and Expenditure of District Money, and conduct its business activities using the accounting principles, standards and procedures under the standards of Generally Accepted Accounting Principles (GAAP). All money, including state aid, will be received, held, allocated, and expended by the Charter School under applicable local law and state and federal constitutional provisions, statutes, and regulations, including those related to ethical standards and accounting principles.

Recording and Reporting Requirements:

As requested through this application, the School District will maintain and provide timely and accurate financial records to the APC upon the receipt and disbursement of state aid, money acquired from local effort, and other money received or held by the Charter School. Notification to School District on Grant or Other Supplemental Funding.

Payroll, Purchasing and Property Control:

The Charter School will utilize the services of the School District for payroll and purchasing. Property acquired by the Charter School will be appropriately recorded in a property control inventory ledger including cost, vendor, location, condition, and status.

References: AS 14.03.255. Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of a budget plan		
Evidence of assurance		

Section 8: Transportation

- i. Provide the district charter school transportation policy, if proposed or adopted, marked as Appendix J. 4 AAC 33.110(a)(19)

Currently, there is no agreement in place between Chinook Charter School and FNSBSD to provide transportation services. See Appendix J for transportation policy.

References: AS 14.03.255. Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure, AS 14.09.010 Transportation (e)(1-3)(f)(g), 4 AAC 27.057 Charter School Transportation policy.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 8	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Plans for pupil transportation		

By signing this document, the school district files its assurance that the statements, documents and/or information listed below is in compliance with all state and federal laws and regulations.

The charter school bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. 4 AAC 33.110(a)(4)

The charter school administrative policy manual submitted to the department in the initial application or previous renewal applications has not changed. 4 AAC 33.110(a)(13)

The charter school follows all district approved practices to account for receipts and expenditures. AS 14.03255(b)(1)(c)(6), 4 AAC 33.110(a)(14)(B)

The charter school has been successful in ending each year with a zero or positive fund balance. AS 14.03255(b)(1)

All audit reports to date indicate the charter school has met its obligation to ensure the fiscal integrity of the school's financial operation. AS 14.03255(b)(2)(c)(13)

Name of the School District: _____

Name of the Charter Program: _____

Name of Superintendent: _____

Signature of Superintendent: _____ Date: _____

Alaska State Charter School Statutes

Sec. 14.03.250. Application for charter school.

(a) A local school board shall prescribe an application procedure for the establishment of a charter school in that school district. The application procedure must include provisions for an academic policy committee consisting of parents of students attending the school, teachers, and school employees and a proposed form for a contract between a charter school and the local school board, setting out the contract elements required under AS 14.03.255(c).

(b) A decision of a local school board approving or denying an application for a charter school must be in writing, must be issued within 60 days after the application, and must include all relevant findings of fact and conclusions of law.

(c) If a local school board approves an application for a charter school, the local school board shall forward the application to the State Board of Education and Early Development for review and approval.

(d) If a local school board denies an application for a charter school, the applicant may appeal the denial to the commissioner. The appeal to the commissioner shall be filed not later than 60 days after the local school board issues its written decision of denial. The commissioner shall review the local school board's decision to determine whether the findings of fact are supported by substantial evidence and whether the decision is contrary to law. A decision of the commissioner upholding the denial by the local school board may be appealed within 30 days to the State Board of Education and Early Development.

(e) If the commissioner approves a charter school application, the commissioner shall forward the application to the State Board of Education and Early Development for review and approval. The application shall be forwarded not later than 30 days after the commissioner issues a written decision. The State Board of Education and Early Development shall exercise independent judgment in evaluating the application.

(f) A local school board that denied an application for a charter school approved by the state board on appeal shall operate the charter school as provided in AS 14.03.255 - 14.03.290.
[This statute applies to charter school applications filed with a local school board on or after July 1, 2014.]

Sec. 14.03.253. Charter school application appeal.

(a) In an appeal to the commissioner under AS 14.03.250, the commissioner shall review the record before the local school board. The commissioner may request written supplementation of the record from the applicant or the local school board. The commissioner may

- (1) remand the appeal to the local school board for further review;
- (2) approve the charter school application and forward the application to the State Board of Education and Early Development with or without added conditions; or
- (3) uphold the decision denying the charter school application; if the commissioner upholds a local school board's decision to deny a charter school application and the applicant appeals to the State Board of Education and Early Development, the commissioner shall immediately forward the application and record to the State Board of Education and Early Development.

(b) In an appeal to the State Board of Education and Early Development of a denial of a charter school application under (a)(3) of this section, the state board shall determine, based on

the record, whether the commissioner's findings are supported by substantial evidence and whether the decision is contrary to law. The state board shall issue a written decision within 90 days after an appeal.

[This statute applies to charter school applications filed with a local school board on or after July 1, 2014.]

Sec. 14.03.255. Organization and operation of a charter school.

(a) A charter school operates as a school in the local school district except that the charter school (1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements; (2) is exempt from AS 14.14.130(c); the principal of the charter school shall be selected by the academic policy committee and shall select, appoint, or otherwise supervise employees of the charter school; and (3) operates under the charter school's annual program budget as set out in the contract between the local school board and the charter school under (c) of this section. A local school board may exempt a charter school from other local school district requirements if the exemption is set out in the contract. A charter school is subject to tests required by the department.

(b) A charter school shall

- (1) keep financial records of the charter school;
- (2) oversee the operation of the charter school to ensure that the terms of the contract required by (c) of this section are being met;
- (3) meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
- (4) meet with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals.

(c) A charter school shall operate under a contract between the charter school and the local school board. A contract must contain the following provisions:

- (1) a description of the educational program;
- (2) specific levels of achievement for the education program;
- (3) admission policies and procedures;
- (4) administrative policies;
- (5) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget;
- (6) the method by which the charter school will account for receipts and expenditures;
- (7) the location and description of the facility;
- (8) the name of the teacher, or teachers, who, by agreement between the charter school and the teacher, will teach in the charter school;
- (9) the teacher-to-student ratio;
- (10) the number of students served;
- (11) the term of the contract, not to exceed a term of 10 years;
- (12) a termination clause providing that the contract may be terminated by the local school board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause;
- (13) a statement that the charter school will comply with all state and federal requirements for receipt and use of public money;

(14) other requirements or exemptions agreed upon by the charter school and the local school board.

(d) A school district shall offer to a charter school the right of first refusal for a lease of space in an existing school district facility or in a facility within the school district that is not currently being used as a public school, if the chief school administrator determines the facility meets requirements for health and safety applicable to public buildings or other public schools in the district. If the school district requires lease payments by a charter school, the school district shall negotiate a lease agreement with the charter school for an amount that does not exceed the true operational costs calculated on a square foot basis for space leased under this subsection.

Sec. 14.03.260. Funding for charter school.

(a) A local school board shall provide an approved charter school with an annual program budget. The budget shall be not less than the amount generated by the students enrolled in the charter school less administrative costs retained by the local school district, determined by applying the indirect cost rate approved by the department up to four percent. Costs directly related to charter school facilities, including rent, utilities, and maintenance, may not be included in an annual program budget for the purposes of calculating the four percent cap on administrative costs under this subsection. A local school board shall provide a charter school with a report itemizing the administrative costs retained by the local school board under this section. The "amount generated by students enrolled in the charter school" is to be determined in the same manner as it would be for a student enrolled in another public school in that school district and includes funds generated by grants, appropriations, federal impact aid, the required local contribution, the local contribution under AS 14.17.410(c), special needs under AS 14.17.420(a)(1), and secondary school vocational and technical instruction under AS 14.17.420(a)(3). A school district shall direct state aid under AS 14.11 for the construction or major maintenance of a charter school facility to the charter school that generated the state aid, subject to the same terms and conditions that apply to state aid under AS 14.11 for construction or major maintenance of a school facility that is not a charter school.

(b) The program budget of a charter school is to be used for operating expenses of the educational program of the charter school, including purchasing textbooks, classroom materials, and instructional aids.

(c) The charter school shall provide the financial and accounting information requested by the local school board or the Department of Education and Early Development and shall cooperate with the local school district or the department in complying with the requirements of AS 14.17.910.

(d) The expenses of housing nonresident students who attend the charter school, including room, board, and other reasonable housing expenses, may not be paid for with state money but may be paid for with funds contributed by sources other than the state.

Sec. 14.03.263. Charter school grant program. [Repealed, Sec. 1 ch 100 SLA 2003]. Repealed or Renumbered

Sec. 14.03.264. Charter school grant program.

(a) A charter school that is established on or after the effective date of this section may receive a one-time grant from the department equal to the amount of \$500 for each student enrolled in

the school on October 1 of the first year in which the school applies for the grant. The charter school shall use a grant received under this section to provide educational services. In this subsection, "educational services" includes curriculum development, program development, and special education services.

(b) The department shall establish by regulation procedures for the application for and expenditure of grant funds under (a) of this section.

(c) If the amount appropriated in a fiscal year for the charter school grant program is insufficient to meet the amounts authorized under (a) of this section, the department shall reduce pro rata the per pupil grant amount by the necessary percentage as determined by the department. If a charter school grant is reduced under this subsection, the charter school may apply to the department in a subsequent fiscal year for the balance of the grant amount.

Sec. 14.03.265. Admission.

(a) The program of a charter school may be designed to serve

- (1) students within an age group or grade level;
- (2) students who will benefit from a particular teaching method or curriculum; or
- (3) nonresident students, including providing domiciliary services for students who need those services, if approved by the board.

(b) A charter school shall enroll all eligible students who submit a timely application, unless the number of those applications exceeds the capacity of the program, class, grade level, or building. In the event of an excess of those applications, the charter school and the local school board shall attempt to accommodate all of those applicants by considering providing additional classroom space and assigning additional teachers from the district to the charter school. If it is not possible to accommodate all eligible students who submit a timely application, students shall be accepted by random drawing. A school board may not require a student to attend a charter school.

(c) In addition to other requirements of law, a charter school shall be nonsectarian.

Sec. 14.03.270. Teacher or employee transfers, evaluations, and negotiated agreements.

(a) A teacher or employee may not be assigned to a charter school unless the teacher or employee consents to the assignment.

(b) All provisions of an existing negotiated agreement or collective bargaining agreement applicable to a teacher or employee of a district apply to that teacher or employee if employed at a charter school in that district, unless the district and the bargaining unit representing the teacher or employee agree to an exemption.

(c) A teacher in a charter school shall be evaluated in an equivalent manner as all other teachers in the district, except that if there is no administrator assigned to the charter school, the local school board, with the agreement of the charter school, shall designate a school district administrator in that district to evaluate a teacher in a charter school.

Sec. 14.03.275. Contracts; duration.

A contract for a charter school may be for a term of no more than 10 years.

Sec. 14.03.280. Regulations.

Form # 05-15-036

Alaska Department of Education & Early Development

The State Board of Education and Early Development may adopt regulations under AS 44.62 (Administrative Procedure Act) necessary to implement AS 14.03.250 - 14.03.290.

Sec. 14.03.290. Definitions.

In AS 14.03.250 - 14.03.290,

- (1) "academic policy committee" means the group designated to supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school;
- (2) "charter school" means a school established under AS 14.03.250 - 14.03.290 that operates within a public school district;
- (3) "local school board" means a borough or city school board or a school board of a regional educational attendance area;
- (4) "parent" means a biological, adoptive, or foster parent, or an adult who acts as guardian of a child and makes decisions related to the child's safety, education, and welfare;
- (5) "teacher" means a person who serves a school district in a teaching, counseling, or administrative capacity and is required to be certificated in order to hold the position.

Sec. 14.07.165 Duties.

The [State Board of Education and Early Development] shall adopt

- (4) regulations requiring approval by the board before a charter school, state boarding school, or a public school may provide domiciliary services.

Sec. AS 14.09.010 is amended by adding new subsections to read:

- (e) A school district that provides transportation services under this section shall provide transportation services to students attending a charter school operated by the district under a policy adopted by the district. The policy must:
 - (1) be developed with input solicited from individuals involved with the charter school, including staff, students, and parents;
 - (2) at a minimum, provide transportation services for students enrolled in the charter school on a space available basis along the regular routes that the students attending schools in an attendance area in the district are transported; and
 - (3) be approved by the department.
- (f) If a school district fails to adopt a policy under (e) of this section, the school district shall allocate the amount received for each student under (a) of this section to each charter school operated by the district based on the number of students enrolled in the charter school.
- (g) Nothing in (e) of this section requires a school district to establish dedicated transportation routes for the exclusive use of students enrolled in a charter school or authorizes a charter school to opt out of a policy adopted by a school district for the purpose of acquiring transportation funding.

Sec. AS 14.17.450(d) is amended to read:

- (d) If a charter school has a student count of at least 75 but less than 150 for the current year and is in the first three years of operation or had a student count of at least 75 in the previous year of operation,

(1) the adjusted student count for the school shall be calculated by multiplying the student count by the student rate for a school that has a student count of 150; and

(2) not later than February 15, the charter school shall submit for approval of the governing board of the district a plan for the following school year that includes a statement about whether the school will continue to operate if the student count remains the same that year and, if so, a projection of the funding anticipated from the state and other sources, a proposed budget, and a description of anticipated changes to the school staff, program, and curriculum; if the school intends to close if the student count remains the same the following year, the plan must describe transfer plans for students, staff, facilities, and materials.

Alaska State Charter Schools Regulations

4 AAC 27 is amended by adding a new section to read:

4 AAC 27.057. Charter school transportation policy.

(a) A local school board shall adopt a charter school transportation policy that describes the transportation services that will be provided by the district to students attending a charter school operated by the district if

(1) a district provides transportation services under AS 14.09.010; and

(2) the district operates a charter school or an application for the establishment of a charter school in the district is pending with the district under AS 14.03.250.

(b) A district must submit to the department an application for approval of its charter school transportation policy on a form provided by the department.

(1) not later than April 15, 2015, if a charter school is in operation in the district on July 1, 2014; or

(2) not later than 30 days after approval of a charter school by a local school board, if a charter school is approved by a local school board after July 1, 2014, and a charter school transportation policy approved by the department is not in effect in the district.

(c) The application to the department must include

(1) evidence that the charter school transportation policy was developed in compliance with AS 14.09.010(e)(1); and

(2) the charter school transportation policy adopted by the local school board that provides transportation service for charter school students in compliance with AS 14.09.010(e)(2); and

(3) other documents or information the department needs to evaluate a charter school transportation policy adopted by a local school board.

(d) Not later than 60 days after receipt by the department of an application for approval of a charter school transportation policy, the department will grant approval for a charter school transportation policy if the charter school transportation meets the requirements of AS 14.09.010 and this section.

(e) If a district seeks to amend an approved charter school transportation policy, it must submit an application for approval of an amendment of the charter school transportation policy on a form provided by the department not later than April 15 of the fiscal year prior to the fiscal year when the proposed amendment will take effect. An application for approval of an

amendment of a charter school transportation policy must meet the requirements of (c) of this section.

(f) Not later than 60 days after receipt by the department of an application for approval of an amendment of a charter school transportation policy, the department will grant approval for the amendment of a charter school transportation policy if the amendment meets the requirements of AS 14.09.010 and this section. (Eff. 4/8/2015, Register 214)

Authority: AS 14.07.020 AS 14.07.060 AS 14.09.010

4 AAC 33.110 is repealed and readopted to read:

4 AAC 33.110. Charter school application and review procedure.

(a) The application procedure required by AS 14.03.250(a) for the establishment of an initial or renewed charter for a charter school must be in writing and must be available upon request at the school district's central office. The local school board must require an applicant to submit sufficient information so that the local school board may conduct a thorough review of the proposed charter school. An application must conform to the content areas and formatting standards set out at the [department's Charter School webpage](http://education.alaska.gov/Alaskan_Schools/Charter) at: education.alaska.gov/Alaskan_Schools/Charter.

An application, upon final approval by the State Board of Education and Early Development, will operate as the charter for the school. In addition to the requirements of AS 14.03.250(a), an application must include, at a minimum,

- (1) a list of the members of the academic policy committee and their qualifications;
- (3) the length of the term of the contract required under AS 14.03.255(c);
- (4) the charter school's bylaws;
- (5) a description of the education program to be offered at the charter school and mechanisms for student assessment to be utilized in addition to those required by state law;
- (6) a written instructional program that addresses state content standards under 4 AAC 04 and that aligns with the content on the statewide student assessment system under 4 AAC 06.710 – 4 AAC 06.790;
- (7) written objectives for program achievement;
- (8) a description of and schedule for staff development activities;
- (9) a school schedule and calendar;
- (10) plans for serving special education, vocational education, gifted, and bilingual students;
- (11) written admissions policies and procedures;
- (12) if the charter school is the only school in the community, an alternative option for students not wishing to attend the charter school;
- (13) a written administrative policy manual;
- (14) a written budget summary and financial plan, including
 - (A) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget; and
 - (B) the method by which the charter school will account for receipts and expenditures;
- (15) a written plan for the charter school's facility;

- (16) a written plan that addresses the teacher-to-student ratio, including projected enrollment figures;
- (17) a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity;
- (18) a requested or existing exemption for the charter school from a written collective bargaining contract;
- (19) a plan for pupil transportation and the district charter school transportation policy, if proposed or adopted;
- (20) the written termination clause that must appear in the contract between the charter school and the local school board;
- (21) proof of compliance with applicable law; and
- (22) other documents or information the district needs to evaluate the proposed charter school.

(b) Not later than 30 days after a local school board's decision to approve an initial application or a renewal application for a charter school, the local school board must forward the application to the State Board of Education and Early Development for review and approval under AS 14.03.250(c) by mailing to the department

- (1) the complete application filed with the local school board, including all supporting documents required by (a) of this section;
- (2) the written decision of the local school board;
- (3) all other materials considered by the local school board in support or in opposition to the application; and
- (4) the minutes of the local school board meeting at which the charter school was approved.

(c) An initial application for a charter school approved by a local school board may not be submitted to the department under subsection (b) more than 12 months before the planned start-up date for the new school. A renewal application for a charter school approved by a local school board may not be submitted to the department under (b) of this section more than 12 months before the expiration of the existing contract.

(d) An initial application and a renewal application approved by a local school board and submitted to the department under (b) of this section must be received by the department at least 90 days before the next regularly scheduled meeting of the State Board of Education and Early Development.

(e) The State Board of Education and Early Development will review an initial application or a renewal application approved by the local school board and submitted to the department under (b) of this section. The State Board of Education and Early Development will consider an initial application or a renewal application in the order in which it is received.

(f) Not later than 60 days after a local school board issues a decision to deny an initial application or a renewal application for a charter school, an applicant may file a notice of appeal to the commissioner under AS 14.03.250(d). In the notice of appeal, the applicant must specify the grounds for its appeal, stating which, if any, finding of fact or conclusion of law in the local school board's decision is alleged to be in error. If the applicant alleges that a finding of fact is in error, the applicant shall specify in the notice of appeal the evidence in the record before the

local school board that supports a contrary finding of fact. With the notice of appeal, the applicant must file with the commissioner

(1) the complete application submitted to the local school board, including all supporting documents required by (a) of this section;

(2) the written decision of the local school board;

(3) any other materials considered by the local school board in support or in opposition to the application;

(4) the minutes of the local school board meeting at which the charter school was approved or denied, or if the minutes are not yet available, the date on which the minutes will be available for review by the department; and

(5) within ten working days of receipt of the commissioner's written request for a hearing transcript, a transcript of any recorded testimony presented to the local school board regarding the charter school application.

(g) The commissioner will review an appeal of a local school board decision denying an initial or renewal application for a charter school under AS 14.03.250(d).

(h) If the commissioner upholds the denial of an application, the applicant may file an appeal of the commissioner's decision to the State Board of Education and Early Development within 30 days of the issuance of the commissioner's decision. The commissioner will forward the appeal to the State Board of Education and Early Development immediately for consideration at its next meeting. The State Board of Education and Early Development will issue a decision within 90 days after the filing of an appeal of a commissioner's decision upholding a denial of an application.

(i) If the commissioner approves an initial or renewal application by overturning a denial by the local school board, the commissioner will forward the application and record to the State Board of Education and Early Development not later than thirty days after the commissioner issues a written decision of approval. The State Board of Education and Early Development will consider the application at its next meeting.

(j) The State Board of Education and Early Development will not approve an application that contains insufficient information to determine compliance with applicable law.

(k) A decision of the State Board of Education and Early Development granting or denying approval for a charter school application is a final agency action for purposes of an appeal to the superior court. (Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171; am 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.03.280 AS 14.07.060
AS 14.03.253 AS 14.07.020

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.113. Amendment of charter.

A charter school may apply to a local school board for an amendment to its charter during the term of its contract with the local school board. If a local school board approves an amendment to the charter, an amended contract must be executed to conform to the amended charter. The local school board must forward an amended charter and amended contract to the department. A charter school may make district-approved changes to its program that do not require an amendment to its charter without review by the state Board of Education and Early

Development, except that a change of program that involves the addition of an elementary or secondary program must be approved by the local school board and the State Board of Education and Early Development. (Eff. 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.07.020 AS 14.07.060
AS 14.03.280

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.115. Operation of charter schools.

(a) The department may audit the charter school's program during the term of the contract under AS 14.03.255(c) and may take any action necessary to ensure compliance with federal and state law, including the withholding of money under AS 14.07.070. Notwithstanding any provision of a charter or contract, a charter school must comply with state and federal law. A change in state or federal law taking effect during the term of an existing contract or charter will override an inconsistent provision of a contract or charter. (Eff. 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.03.280 AS 14.07.060
AS 14.03.255 AS 14.07.020

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.117. Charter school grant program.

(a) A charter school that is established on or after July 1, 2014, may apply to the department for one-time grant funding under AS 14.03.264. An applicant charter school must

- (1) apply on a form prescribed by the department;
- (2) provide evidence in its application that demonstrates that grant funding will be used to provide educational services as defined under AS 14.03.264(a); and
- (3) file its application with the department not later than September 15 to receive funding based on student enrollment on October 1 of the same fiscal year.

(b) A charter school that received reduced grant funding in a prior fiscal year as permitted under AS 14.03.264(c) may apply for the balance of the grant amount using the procedures described in (a) of this section.

(c) The department will notify a newly approved charter school of its eligibility for grant funding under AS 14.03.264 promptly after approval of the charter by the State Board of Education and Early Development. (Eff. 4/18/2015, Register 214)

Authority: AS 14.03.264 AS 14.07.020 AS 14.07.060

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.119. Definitions.

In 4 AAC 33.110 – 4 AAC 33.119,

- (1) "charter school" has the meaning given in AS 14.03.290;
- (2) "commissioner" means the commissioner of education and early development;
- (3) "department" means the Department of Education and Early Development;
- (4) "local school board" has the meaning given in AS 14.03.290.

(Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171; am 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.07.020 AS 14.07.060
AS 14.03.280

Appendix A: Local School Board Approval

Evidence of the local school board approval of the reapplication for the charter school.

Appendix B: Contract

Insert **new** contract here

Appendix C: Chinook Bylaws

BY-LAWS

OF

CHINOOK MONTESSORI CHARTER SCHOOL, INC.

Article I

Offices

Section 1. The principal offices of the corporation in the State of Alaska shall be located in the City of Fairbanks, Fourth Judicial District: The corporation may have such other offices, either within or without the state of Alaska, as the Board of Directors may designate or as the business of the corporation may require from time to time.

Article II

Board of Directors

Section 1. The board of directors is responsible for ensuring the fulfillment of the mission of the Charter School. The Board shall:

- maintain the vision of the Charter, including being aware of the school history, policies, and goals
- foster communication throughout the school community
- nurture a sense of community
- review the school operating budget
- (2015) Be advised prior to making large changes to the school operating budget
- (2015) Oversee the disbursement of Chinook Inc. funds
- review and recommend Charter changes
- address major school facility issues
- address parental and student issues as requested

Members of the Board shall have no authority over the school as individuals; they have authority only when acting as a body duly called in session.

Section 2. Number of Directors

The Board of Directors shall consist of seven members until changed by a duly adopted amendment of these by-laws.

Section 3. Election and Appointments, Qualifications of Board, Term

- a) The board shall consist of four Charter School teachers (Seats A, B, C, D), two parents who have children attending the Charter School (Seats E, F), and one other parent who has children attending the Charter School or a community member at large who does not have a child attending the Charter school (Seat G).
- b) Each Director shall serve a term of three years. Seats A, B, C, and D shall have no restriction on the number of consecutive terms. Seats E, F, and G shall have a maximum of two consecutive terms. The terms shall have staggered expiration dates. All terms shall expire following the fall elections. The Directors for Seats A, B, C, and D shall be selected by a vote of the Charter School teachers. Candidates for the Directors for Seats E, F, and G shall be selected by a majority vote of the parents from a candidate slate of two nominated by the outgoing board. The board shall then review all timely expressions of interest in view of the primary responsibilities of the Board, as well as the following qualifications. Candidates for Seats E and F must have been Chinook parents for at least two years by the end of the current school year and must have fulfilled parent volunteer hours. The election shall be held no later than the third week of April. The formal appointment of Board members shall become effective at the first meeting of the Board of the next school year. The newly elected board members may attend the remaining board meetings of the current school year as observers.

Section 4. Removal

Directors may be removed from office at any regular, annual or special meeting of the Board by the affirmative vote of two-thirds of the Directors then in office. Attendance at board meetings is expected. Frequent absences may result in dismissal from the Board.

Section 5. Resignations

A Director may resign at any time by giving written notice to the President or Secretary of the Board. Such resignation shall be effective at the time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 6. Vacancies

If a position on the Board becomes vacant by reason of death, resignation, retirement, or removal or different inability to serve, then the vacancy shall be filled by appointment based on

the affirmative vote of the then remaining Directors. A Director appointed to fill a vacancy shall serve the unexpired portion of the term.

Article III

Meetings

Section 1. Time of Meetings

The regular meeting of the Board shall be held at the date, time and place as determined by the Board. The Board shall meet regularly to discuss the school's operations and hear reports and updates from each board member, consider and adopt policies, and consider requests and concerns from parents, students, and teachers concerning issues that impact the entire school.

Section 2. Place of Meeting

The Board of Directors may designate any place, either within or outside the State of Alaska as the place of meeting for any annual meeting or for any special meeting called by the Board of Directors.

Section 3. Annual Meeting

The Annual Meeting of the Board shall be held on the first regularly scheduled board meeting following the board election, or at the date, time and place as determined by the Board. At the annual meeting, the Board shall elect officers and consider such other business as may properly be brought before the meeting.

Section 4. Special Meetings

Special Meetings for any purpose or purposes may be called at any time upon request of any three Board members. Any Director or the President may call the meeting upon receiving the requisite request. The business transacted at any such meeting shall be limited to the purpose or purposes stated in the notice thereof.

Section 5. Notice of Meetings

Notices of all regularly scheduled meetings shall be given to Board members and the school community not less than 24 hours before the meeting except in case of an emergency. The notice shall state the matters to be presented for consideration.

Section 6. Quorum

The quorum for any meeting of the Board shall be four members as represented in person, by proxy, or by teleconference. No formal action may be taken at any meeting at which a quorum is not present. When only a quorum exists, the Board shall act by unanimous vote unless otherwise required by the Bylaws. If more than a quorum is present, every act or decision

done or made by a majority of the Directors present at a meeting duly held shall be regarded as the act of the Board.

Section 7. Proxies

At all meetings, a member may vote by proxy executed by the member. Such proxy shall be filed with the Secretary of the corporation before or at the time of the meeting.

Section 8. Adjournments

A quorum may adjourn any meeting to meet again at a stated place, date, and hour; however, in the absence of a quorum, a majority of the directors present at any regular or special Board meeting may adjourn from time to time until the time fixed for the next regular Board meeting.

Article IV

Board of Directors

Section 1. General Powers

The affairs of the corporation shall be managed by its Board of Directors.

Section 2. Expenses

By resolution of the Board, the Directors may be paid their expenses, if any, incurred while fulfilling the obligations of their duties.

Section 3. Committees

The Board may provide for such standing or special committees, as it deems desirable and discontinues the same at its pleasure. Each committee shall have such powers and perform such duties not inconsistent with the law or other charter agreement, as provided by the Board. If the provision is made for any such committee, the members thereof shall be appointed by the Board, other parents who have students attending the Charter School, or community members at large. Vacancies in such committees shall be filled by the Board.

Article V

Officers

Section 1. Appointment and Term of Office

Officers of the Board of Directors shall be nominated and elected by a majority for the Board at its annual meeting. Each officer will hold office until the next annual election, and until a successor is chosen unless said officer shall resign, be removed, or otherwise be disqualified to serve. The elected officers of the Board are President, Vice-President, Secretary, and Treasurer.

One person may hold and perform the duties of any two of the four offices simultaneously except those of President and Vice-President.

Section 2. Other officers

The Board may elect or may authorize the President or some other officer or any committee to appoint, such other officers or agents, as the Board may deem necessary or advisable. Such officers hold office for such period, have such powers and perform such duties as may be provided in these Bylaws or as the Board or officer or committee appointing the officer may from time to time determine.

Section 3. Removal

Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the corporation would be served thereby.

Section 4. Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. President

The President shall be the principal executive officer of the corporation, and subject to the control of the Board of Directors, shall, in general, supervise and control all of the affairs of the corporation.

The President shall preside at all meetings of the Board; call special meetings of the Board; appoint members to all committees of the Board; prescribe duties of officers of the Board as necessary; serve ex-officio as a member of all committees; sign on behalf of the Board all statement of assurance, contracts, proposals, and other commitments previously approved by the Board, and informational reports; and perform the usual and ordinary duties of the office.

Section 6. Vice-President

The vice-President shall preside at all meetings in the absence of the President and shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President may sign, with the President or other proper officer of the Board, documents, which the Board of Directors has authorized to be executed.

Section 7. Secretary

The Secretary shall attend all Board meetings and keep or cause to be kept, in his or her custody in the Charter School Building, a book recording the minutes of all Board meetings

setting forth the place, date, time and decisions made; whether at a regular or special meeting and if a special meeting, how the meeting was authorized; the notice thereof given; the names of those present and absent at the meeting; and the proceedings thereof. The Secretary shall give or cause to be given notice of all Board meetings as required. The Secretary may have the authority to sign documents. The Secretary shall see that the seal of the corporation is affixed to all documents the execution of which on behalf of the corporation under its seal is duly authorized. The Secretary shall perform such other duties and have such other authorities as are delegated to him/her by the Board.

Section 8. Treasurer

The Treasurer shall, subject to the direction of the Board, act as custodian of all moneys belonging to the Charter School, receive all moneys belonging the Charter School, deposit funds of the Charter School and disburse funds as ordered by the Board, and keep full and accurate accounts of receipts and disbursements in books belonging to the Charter School; and such other powers and authority incident to the office of Treasurer and shall perform such other duties as may be prescribed by the Board or these Bylaws.

Article VI

Execution of Instruments

Section 1. Contracts

The Board shall have the power to designate the officers and agents who shall have authority to execute any instrument on behalf of the Charter School, and such authority may be general or confined to specific instances.

Section 2. Checks

All checks, drafts, and orders for the payment of money issued in the name of the corporation up to Two Thousand Dollars (\$2000.00) may be signed by the President, Vice president, or Treasurer of the board. All checks, drafts, or other orders for the payment of money, over Two Thousand Dollars (\$2000.00), shall be signed by two such officers. No check or instrument for the payment of money to the Charter school shall be endorsed otherwise than for deposit other the credit of the Charter School.

Article VII

Books and Records

Section 1. The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors. All books and records of the corporation may be inspected by any Board member, for any purpose at any reasonable time.

Section 2. The corporate books and records shall include an annual budget of Chinook Inc. and other budgets as required by the board.

Section 3. Fiscal Year. The fiscal year of the corporation shall end on June 30.

Section 4. Seal. The Board of Directors shall provide the corporate seal which shall be circular in form and shall have inscribed thereon the name of the corporation and the state of incorporation and the words "Corporate Seal".

Article VIII

Amendments

These Bylaws may be added to, altered, amended or repealed by unanimous consent of the Board of Directors then in office at any regular or special meeting, if written notice of the proposed addition, alteration, amendment or repeal shall have been given to each Board of Directors member at least 7 days before the meeting.

Article IX

Explanation of Purpose

The Chinook Montessori Charter School, Inc. is a non-profit corporation dedicated to providing education to children.

IN WITNESS WHEREOF the following directors certify the adoption of these by-laws at a meeting of the directors held on the 19th day of April, 2008.

Seat A	Barb Smith	_____
Seat B	Paul Fontes	_____
Seat C	Wendy Demers	_____
Seat D	Lyn Gilbert-Gard	_____
Seat E	Brandi Berg	_____
Seat F	Sue Mitchell	_____
Seat G	Mike Mathers	_____

By-Law Change for Article II, section 1 was Approved February 9, 2015

Appendix D: Board Meeting Minutes

Chinook Montessori Charter School Chinook Board

Teacher's Conference Room
3002 International Street
Fairbanks, AK

April 20, 2020

Meeting Notes (Finalized and Approved on April 21st)

Attendees: Laura Stark (Head Teacher), Mia Mattie (Vice President), Heather Conklin (Secretary), Shauna Trotzke (Treasurer), Darcie West (Track-It-Forward Coordinator), Tyler Sloger, Kenon Paul

Call To Order: 2 pm (Shauna moved, Heather 2nd)

Draft Agenda: Approved (Mia moved, Darcie 2nd)

I. Parent Comments

How will families collect their items? All items will be pre-organized by staff. Families will collect at a pre-designated time. Items will be separated in family/classroom groups. This will happen in May. If families need items sooner, they can contact Kathy (907-452-5020). A parent suggested making collect available during non working hours.

Future Board Mtgs: This is the last board meeting of the school year. Hopefully things will return to normal in the Fall, and we will go back to once a month, Monday evening meetings.

Grading next year/Quarantine next year?: The District has not made it known that we will have to quarantine in the Fall. Teachers are assuming we will be going back. Children will be moving on to the next grade.

Graduation: Modified graduation. Per District, no meeting allowed at all except online. A committee has been formed to make this year's graduation special despite the restrictions. Interested in joining the committee? It's scheduled for Thursday the 24th at 2:30 and parents can contact Mia.

How are the teacher's doing? They miss the parents and students horribly. Trying to be positive and take joy from the little things. Very appreciative of parent communication. Family pets/siblings/parents have been incorporated in student's videos and posts...Many teachers are creating new work/lessons that are taking lots of time. Hands on Montessori without tools is so challenging and there is a war between technology and paper and finding the right balance. The teacher's find themselves questioning if it's not enough, too much, what could have gone better. They are appreciative of being able to see all the kiddos on Zoom. Proud of the families for not throwing in the towel. It's hard to work from home and not be involved in the day-to-day, seeing their student's meet new challenges. Passage meetings are going well. It's different...miss gathering publicly and socializing in person.

Distance learning for year 19'-20' ends when? Goes right up to the 20th...some transitioning/slow-down will happen, this just depends on date the staff sets for equipment turn-in.

II. Treasurer's Report

March Statement:	\$67,475.01
Classroom Funds:	\$59,593.65
Pizza Funds:	\$ 6,214.23
Undesignated Funds:	\$ 7,881.36

\$30.00 needs to be deposited for Pizza Funds. (And possibly others?) Laura will look into this and make sure it gets deposited prior to the 90 limit.

III. Staff Meeting Updates

Still Zoom meeting once a week as a staff.

IV. Old Business

A. Building Committee

New leak in MPR, landlord has been notified. Roof has been shoveled off. Alarm/smoke detectors were fixed. Landlord will come up with a new fix on the roof this summer. Staff will keep checking inside building for new leaks.

B. Parent Meetings

Transition Day? With family/parent meetings and ideas for avoiding the 5month slump included. This will be added to the teacher's staff meeting.

D. Mentor Graduation

Committee meets this Thursday, April 20th at 2:30pm.

E. Lottery

Lottery was held on April 15th and went smoothly. Calls will be made to new families this week. Parent interviews will be over the phone or on Zoom. There were the following openings for Chinook novices this year: 5 boys and 4 girls.

VI. New Business

Budget Review:

Chinook staff are increasing our teaching by 1/2position. Christina will go from a half-time to a full-time position. Chinook applied for a North Star Borough tax break, if we are approved, this \$39,000 tax break will cover Christina's new salary. If not, Christina's budget will be covered by the surplus that we currently use for a rainy-day cushion. Christina will be the new head teacher (administrative).

Chinook's charter is up next year and we will need to renew our charter by end of the 20'-21' school year. Chinook staff has already started that process (Christina is working on this in her new position.)

Important Dates:

Next Mtg: Today was the last meeting of the year

Transition Day: May 18th, Online Transition Day

Adjourned: Adjourned 2:55pm (Motion was Mia, Tyler 2nd)

Chinook Montessori Charter School
Chinook Board

Teacher's Conference Room
3002 International Street
Fairbanks, AK

March 23, 2020

Meeting Notes (Finalized and Approved on 4.20.20)

Attendees: Laura Stark (Head Teacher), Mia Mattie (Vice President), Heather Conklin (Secretary), Shauna Trotzke (Treasurer), Darcie West (Track-It-Forward Coordinator), Tyler Sloger, Kenon Paul

Call To Order: 1:40 pm

Draft Agenda: Approved

I. Parent Comments

No parent comments.

II. Treasurer's Report

February Statement:	\$67,475.01
Classroom Funds:	\$59,593.65
Pizza Funds:	\$ 6,214.23
Undesignated Funds:	\$ 7,881.36

February Donations:	Kroger \$83.70
	Amazon \$38.90
	Doyon \$132.93

Apprentice Class, Montessori books/materials total expense: \$2,060.40

Stem Convention and Science Night expense: Spent (\$6,184.19) Raised (\$6,936.00)

III. Intervention Team Updates

No intervention team updates. Intervention team updates will now be moved to closed session at future meetings.

IV. Staff Meeting Updates

No new information to pass along. Everything teachers know has been disseminated to parents to date. Questions can always be passed along to teachers and they'll do the best to answer them. To date, the District hasn't given much direction for how lessons will continue. This is a work in progress. Staff meeting to follow this meeting.

V. Old Business

A. Building Committee

Last week, the school building's roof was leaking and affected our alarm system. There was subsequent water damage in the office. Smoke detectors in the office were also damaged and are being replaced. Chinook's roof needs to be repaired again (it was fixed last year as well.) Landlord to cover the cost of repairs for roof, alarm system and office damage.

B. Parent Meetings

Disco has been postponed until 2020-21 school year. Board will be considering ideas for final trimester parent meeting.

D. Transportation Policy

Nothing new - To be removed from old business until something new comes from District.

VI. New Business

- a) Mentor Graduation: Currently brainstorming ideas for a graduation under social distancing mandate, if necessary, as well as different options for celebrating the 8th grader's achievement.
- b) Orientation and Lottery - Online application, including a required interview post acceptance. Lottery will be held April 15th by teachers/board and will not be in public, but will be recorded and online. Laura needs to find out more information considering online privacy.
- c) Quilts are being worked on.
- d) How can families be connected to each other? Brainstorming: Encourage parent facebook participation. Facebook messenger kids. Weekly challenges...kid friendly ideas that can be added to facebook, or flipgrid.com. Create new challenges on Facebook (Tyler) and Shauna will add anyone. Newsletter to tell parents to check out Facebook page for new challenges. Facetime playdates. Let's set up big buddy time. North Star Borough Parks and Rec challenges, etc.

Important Dates:

Next Mtg: April 20th, 2pm via Zoom

Adjourned: Adjourned 2:45pm

Chinook Montessori Charter School
Chinook Board

Teacher's Conference Room
3002 International Street
Fairbanks, AK

February 10th, 2020

Meeting Notes (Finalized and Approved February 18th, 2020)

Attendees: Laura Stark (Head Teacher), Mia Mattie (Vice President), Heather Conklin (Secretary), Shauna Trotzke (Treasurer), Darcie West (Track-It-Forward Coordinator), Tyler Sloger

Call To Order: 4:10 pm

Draft Agenda: Approved

I. Parent Comments

No parent comments.

II. Treasurer's Report

Shauna reported on the following:

Shauna is awaiting individual teacher's per-diem receipts to report on final costs associated with the teachers' trip to STEM convention. Science night costs should be able to be reported by next board meeting as well.

Apprentice Class used up a substantial amount of their funds for Montessori books/materials.

January's Ending Balance: \$70,047.96 (of which \$8,523.83 are undesignated)

III. Intervention Team Updates

There was one intervention this month. A plan between teachers/parents/student is being constructed.

IV. Staff Meeting Updates

None

V. Old Business

A. Building Committee

2022 is the last year of our 10 year contract. Brainstorming for the future is still ongoing.

B. Parent Meetings

Disco: Work is ongoing.

D. Transportation Policy

Laura met with District on Feb. 3rd. District is working on making a finalized policy, which Chinook will be responsible for upholding. Work to update our current policies will follow policy changes.

VI. New Business

Discussion of a potential rummage sale was tabled for March board meeting.

Important Dates:

February 10th (Tonight), 5-7pm

All-School, Hands-On Science Night

March 28th, 4-6pm

All-School Disco

Next Mtg: March 23rd

Adjourned: 4:30pm to prepare for Science Night

**Chinook Montessori Charter School
Chinook Board**

Teacher's Conference Room
3002 International Street
Fairbanks, AK

January 13th, 2020

Meeting Notes (Finalized and Approved 01.22.20)

Attendees: Laura Stark (Head Teacher), Mia Mattie (Vice President), Heather Conklin (Secretary), Shauna Trotzke (Treasurer), Darcie West (Track-It-Forward Coordinator), Tyler Sloger

Call To Order: 4:10pm

Draft Agenda: Approved

I. Parent Comments

A parent expressed concerns with the Lost & Found policy. Staff discussed this concern at their staff meeting. They have personally talked with the individuals involved in the particular incident. A discussion of our current Lost & Found policy has been sent to all parents via our All-School letter. Pictures of Lost & Found items will now be posted on the parent facebook page. Chinook will have available, in the parent work room, permanent markers for parents/ students to label their gear.

II. Treasurer's Report

Shauna reported on the following:

Chinook collected \$358.20 from BoxTops, this will be placed in undesignated funds.

Shauna is awaiting individual teacher's per-diem receipts to report on final costs associated with the teachers' trip to STEM convention.

December's Ending Balance \$70,635.57 (\$9,023.00 Undesignated)

Darcie reported that a parent would like to donate funds to the school. The board voted to have funds be placed in undesignated funds, and be used for the purchase of various food items for breakfast/lunch/snacks to go to those children in need of nourishment.

III. Intervention Team Updates

There was one intervention this month. A plan between teachers/parents/student was made.

IV. Staff Meeting Updates

None

V. Old Business

A. Communication Platform Update

Teachers are considering available options. This item will be removed from Old Business. However, it will be added to the agenda for final discussion/vote as needed at the end-of-year board meeting.

B. NSTA Area Conference - Professional Development

The conference was great!

C. Building Committee

The Building Committee's proposed ammendment to our current lease came back with a counter of 0% increase from current lease rate and a sign-on of another 10 year contract. The Building Committee is working on a second ammendment that asks for a building rennovation/additional room. The Building Committee is going to go tour Discovery Peaks Charter School building.

D. Parent Meetings

Hands-On Science Night: Potential dates: February 3rd or February 10th from 5-7pm. (As a side note - the Geophysical Institute will not be able to provide us a guided Planetarium night.) Teachers will be working on planning the night's activities.

All-School Disco: The board voted unanimously to purchase a new sound system from Costco. They also approved the use of undesignated funds up to \$500 for expenses.

D. Transportation Policy

CHINOOK, Board Mtg Minutes, 01.09.20

A new transportation policy will be forthcoming. Chinook (staff/parents) will be required to take additional steps prior to driving/sending kids on field trips and go-out groups. More information will be dissiminated as Laura recieves it from the School District.

VI. New Business

Discussion of a potential rummage sale was tabled for next board meeting.

Important Dates:

February 3rd or 10th, 5-7pm

All-School, Hands-On Science Night

March 28th, 4-6pm

All-School Disco

Next Mtg: TBD

Adjourned: 4:50pm

**Chinook Montessori Charter School
Chinook Board**

Teacher's Conference Room
3002 International Street
Fairbanks, AK

December 9th, 2019

Meeting Notes (Finalized and Approved 12.19.19)

Attendees: Laura Stark (Head Teacher), Mia Mattie (Vice President), Heather Conklin (Secretary), Shauna Trotzke (Treasurer), Darcie West (Track-It-Forward Coordinator), Tyler Sloger

Call To Order: 4:15pm

November Mtg Minutes: Approved 11.25.19

December Mtg Draft Agenda: Approved

I. Parent Comments

One parent expressed concerns about a lack of school-to-parent communications. This parent suggested the school send out everyday emails, as does West Valley High School. This parent also suggested that all documents be sent out in the form of .pdf.

II. Treasurer's Report

The Treasurer just received last month's statement. As such, the board will wait until January's meeting to review both the November and December treasurer's reports.

The treasurer reported on the following:

Expense to rent inflatables for All-School Game Night: \$559.00
Cost of pizza to be reported in January.

November's Ending Balance \$71,060.57

III. Intervention Team Updates

There were no interventions this month.

IV. Staff Meeting Updates

A. New Staff Meeting Agenda Item

In round-table fashion, teachers will now share individual classroom routines with each other as a means of helping maintain and nurture the use of Montessori principles throughout the school.

V. Old Business

A. Single online Communication Platform Update

Using a single online communication platform was discussed at the teacher's staff meeting. Teachers are researching different solutions and considering costs. ParentSquare app and Track-It-Forward were some of the ideas discussed.

B. NSTA Area Conference - Professional Development

Teacher's acknowledge that it is a tough time of year to be leaving their classrooms, and too, they are excited to attend the many classes they can sign up for. They are looking forward to having this opportunity to learn together.

C. Building Committee

Parent Informational Meeting will be held this evening from 6-7pm to discuss our building dilemmas and propose several plans for moving forward. This is an informational meeting only, no decisions will be made.

D. Parent Meetings

All-School Disco: The disco party committee requested funds in the amount of \$500.00. The board was not opposed to giving us money - however, we will ask for parent donations of monies and/or supplies, and the board will reimburse expenses above and beyond what is gifted to us by the school community. The board is also entertaining the expense of \$180 for a new sound system that can be used for the disco as well as all-school meetings and graduation, etc.

D. Transportation Policy

A meeting with the school district and the head teachers from all charter schools to be held on Dec.19th at 8am.

VI. New Business

No new business.

Important Dates:

January Date TBD	All-School, Hands-On Science Night
March 28th, 4-6pm	All-School Disco

Next Mtg: January 13th, 4-5pm

Adjourned: 4:50pm

**Chinook Montessori Charter School
Chinook Board**

Teacher's Conference Room
3002 International Street
Fairbanks, AK

**Meeting Notes (Finalized and Approved 11.25.19)
November 18th, 2019**

Attendees: Laura Stark (Head Teacher), Mia Mattie (Vice President), Heather Conklin (Secretary), Shauna Trotzke (Treasurer), Darcie West (Track-It-Forward Coordinator), Tyler Sloger, Kenon Paul, Annie Parks (Visiting Parent)

Call To Order: 4:10pm

**October Mtg Minutes: Amended and Approved; will be posted tonight.
November Mtg Draft Agenda: Approved**

I. Parent Comments

One parent expressed concerns that the October Mtg Minutes had not yet been posted.

One parent expressed concerns about the use of Seesaw in the classroom and user privacy.

One parent expressed concerns with the multiple, sometimes disparate, online platforms that are being used to communicate information within the classrooms and as a community at Chinook.

II. Treasurer's Report

Chinook Undesignated Funds \$ 11,775.37

Chinook Classroom Funds \$ 61,739.92

Doyon Utilities donated monies to Chinook Inc. this month in the amount of \$113.94. Thanks go to Doyon Utilities and the Doyon employee, a Chinook parent, who requested Chinook Inc. be a donation recipient.

Pick-Click-Give donations totaled \$441.75. Thanks go to those donors who picked Chinook Inc. as recipient for a portion of their PFDs.

Darcie West donated a box of Thanks and Blanks so that the board can write Thank You cards to those who have donated.

III. Intervention Team Updates

There were no interventions this month.

IV. Staff Meeting Updates

A. Graduation Venue

2020 Graduation will likely take place at the Door of Hope. Dates and venue requirements are being finalized. Estimated cost is \$500.00.

V. Old Business

A. NSTA Area Conference - Professional Development

Shauna Trotske will accompany the teachers to the Conference.

As part of Conference fees, each attendee is given a year-long subscription to a science/teaching publication of their choice. Teachers will try to pick the gamut of proffered publications, and these will be made available for parents to read and utilize as well.

B. Building Committee

The Building Committee is working on finalizing an amendment to Chinook's current lease. This will be presented to the leasor in the next week or two. The next Building Committee meeting is Nov. 26th.

The driving forces for the Building Committee are 1) the high cost of our current lease and 2) our building is not quite big enough to fit the school's current and future needs.

It was decided that we will hold a Parent Informational Meeting to discuss these issues. This meeting will be held on December 9th, from 6-7pm.

C. Parent Meetings

All-School, Hands-On Science Night: In addition to STEM activities, teachers are hoping to invite the mobile Planetarium back to Chinook.

All-School Disco: First Dance Committee meeting to be held on Saturday, December 7th. Dance Committee members: Sheri Walker, Jennifer Tilbury, Lori Price, Jennifer Heim, Andrea Forte, Jessica Paneak, Laura Stark and Heather Conklin.'

D. Transportation Policy

Chinook transportation will be status quo until the District hands down its new policy on transportation.

VI. New Business

A. All-School Game Night

Board voted unanimously to fund inflatables for Chinook's Game Night.

Important Dates:

January Date TBD	All-School, Hands-On Science Night
March/April Date TBD	All-School Disco

Next Mtg: December 9th, 4-5pm

Adjourned: 5:10pm

**Chinook Montessori Charter School
Chinook Board**

Teacher's Conference Room
3002 International Street
Fairbanks, AK

**Meeting Notes
October 21st, 2019**

Attendees: Laura Stark (Head Teacher), Heather Conklin (Secretary), Shauna Trotzke (Treasurer), Darcie West (Track-It-Forward Coordinator), Tyler Sloger, Mia Mattie, Kenon Paul

Call To Order: 4:10pm

Draft Agenda: Approved with changes

I. Parent Comments

One parent suggested the Chinook Board send thank-you's to the families that donated monetarily to the teacher's December trip to the NSTA Area Conference.

One parent expressed concerns with the Board decision/vote to send teachers to the NSTA Area Conference.

II. Treasurer's Report

Chinook Undesignated Funds \$ 13,249.43

Chinook Classroom Funds \$ 58,989.63

Usborne Card Fundraiser for NSTA Seattle Area Conference:

402 boxes sold: \$5,226.00 raised

Donations for NSTA Seattle Area Conference:

\$575 donated

III. Intervention Team Updates

There was (1) intervention this month. The intervention addressed student behavior. Improvements have been seen since the intervention.

IV. Staff Meeting Updates

A. See Old and New Business.

V. Old Business

A. NSTA Area Conference - Professional Development

It was decided last meeting that all Chinook teachers will attend the NSTA Seattle Area Conference. This meeting, a discussion was had of inviting long-time, substitute teacher, Shauna Trotzke to attend the conference along with the teachers. Reasons stated: 1) conference fees are set up such that if a school purchases four tickets, they get the fifth free. Shauna's conference fees would be free. Shauna is inevitably in the all of the classrooms, teaching Chinook's students as an invested substitute teacher

throughout the year. Having Shauna attend the conference with the teachers would help create teacher cohesiveness. It was voted unanimously to include Shauna Trotske (should she choose to attend.) Shauna abstained from the vote. The board voted on and approved a per diem amount, per teacher, of up to \$70 each day for the following days Wed-Sun. Teachers will keep receipts and be reimbursed accordingly.

NSTA Seattle Area Conference estimated costs:

\$3,000.00 (airfare for 9 teachers; paid for with District funds)
\$2,000.00 hotel
\$3,500.00 food (10 teachers)
\$ 640.00 (Buy 8, get 2 free conference tickets)
\$ 450.00 (Shauna's airline ticket)
\$ 300.00 (estimated costs for supplies for January Science Night)

\$6,890.00 TOTAL

B. Building Committee

Building Committee members are as follows: Michael Repasky, Carl Heim, Mamie Hurlbut, Laura Stark, Wendy Demers, Michele Halbrooks. The Building Committee has met twice in the past month. Progress is being made. As a guidepost for future discussion, teachers developed a list of Negotiable, Non-Negotiable and Wishlist issues. The committee is entering into negotiations with the building owner whilst also developing the idea of a new school building for Chinook.

C. Parent Meetings

It was suggested by a Mentor that the all-school dance theme be changed from a Sock Hop to a Disco. The Board agreed this sounded like a fun change. It was also decided that potential dates for the dance could be within the window of late March to early April. The Board moved dance organizing/planning forward by establishing a dance committee. Board members on the committee will be Laura Stark and Heather Conklin. A request for parent involvement on the committee will be sent out to our school community by Laura.

VI. New Business

A. Transportation Policy

The School District Board will be meeting with all area charter schools on October 24th to discuss the future of charter school parents being able to drive students to field trips. This directly effects Chinook as we depend on parents to be involved in all aspects of field trips/go-out groups/and travel. More information will be forthcoming following the meeting.

Important Dates:

January Date TBD	All-School, Hands-On Science Night
March/April Date TBD	All-School Disco

Next Mtg: November 18th, 4-5pm

Adjourned: 5:10pm

Chinook Montessori Charter School

Chinook Board

Teacher's Conference Room
3002 International Street
Fairbanks, AK

Meeting Notes

September 23rd, 2019

Attendees: Laura Stark (Head Teacher), Heather Conklin (Secretary), Shauna Trotzke (Treasurer), Darcie West (Track-It-Forward Coordinator), Tyler Sloger, Mia Mattie, Kenon Paul

Call To Order: 4:10pm

Draft Agenda: Approved with changes

I. Parent Comments

No parent comments

II. Treasurer's Report

Shauna is waiting to obtain the May bank statement prior to finalizing report. Balance is approximately \$67,000.00.

III. Intervention Team Updates

There were (2) interventions this month. Both involved behavior related issues. Teacher/student plans were the result of both interventions.

IV. Staff Meeting Updates

See New Business in Section V.

V. New Business

A. Professional Development

All Chinook teachers are planning on attending the 2019 NSTA Seattle Area Conference on Science Education December 12-14th. Costs associated with this training opportunity include conference fees, plane tickets, room/board, and city transportation and are estimated at between \$7,000 and \$10,000. Chinook Board voted and approved the use of Chinook Inc. funds to provide our teachers this learning opportunity. Funds will be appropriated as follows: 1) All funds raised from the Usborne card sale 2) remainder to be taken from General Funds (starting with pizza sales).

B. Track-It-Forward

Yearly payment for Track-It-Forward is past due. Balance of \$149.00 to be paid from Chinook, Inc. funds.

C. Building Committee

A new committee shall be organized to conduct the following business: (1) On Oct. 3rd, 5pm; meet with building leaser to negotiate a lower lease rate for Chinook and (2)

Brainstorm and put forward ideas for how Chinook might support their end goal of adding a new, (third) Pioneer classroom. Committee members shall consist of invited parents and select staff.

D. Parent Meetings

The following Parent Meetings were discussed and approved: All-School Camp Out (First Trimester), Teacher-led STEM Science Night (Second Trimester), All-School Sock Hop (Third Trimester)

Important Dates: October 23rd, 3pm Mentor Play
October 24th, 7pm Mentor Play
October 25th, Fall Carnival
January TBD, Parent Meeting (Science Night)
March TBD, Parent Meeting (Sock Hop)

Next Mtg: October 21st, 4-5pm

Adjourned: 4:55pm

Minutes for Chinook Board Meeting

Board Meeting- December 10, 2018

In attendance: Laura Stark, Jacy Pietsch, Michele Halbrooks, Paul Fontes, Kenon Paul, Christina Carlson & Shauna Trotzke

- I. Parent Comments
 - a. A parent requested that Board Meeting agenda and minutes be emailed to parents.
 - i. The minutes are posted on the Chinook website and posted in the foyer.
 - 1. Due to concern about the amount of email in parent inboxes, it was decided that we would maintain status quo.
 - b. A parent expressed concern over the difficulty in tracking down a copy of the school's charter.
 - i. A copy of the charter will be posted on the Chinook website.
 - 1. It is a large document (100+ pages) so we decided against sending it to parents in an email.
- II. Approval of Agenda
 - a. Paul motioned.
 - b. Shauna seconded.
- III. Treasurer's Report
 - a. Tax paperwork was submitted to the accountant.
 - i. We will see a bill in the near future.
 - b. Accounts all look good.
- IV. Intervention Team Updates
 - a. None.
- V. Staff Meeting Updates
 - a. The replacement barricades (for ALICE situations) have arrived.
- VI. New Business
 - a. Plan 2nd Trimester Parent Meeting (Jan. 14, 2019)

- i. We will introduce ALICE to the parents.
 - ii. A brief introductory letter will be sent home before the meeting so parents have an understanding of the importance.
 - iii. Teachers will go over what they plan to tell the students.
 - iv. Teachers will answer questions that are raised.
 - 1. Due to the new-ness of the program as well as the flexible nature built into the program, it can be challenging to give firm, definitive answers.
 - b. Pancake Feed
 - i. Friday, February 8, 2019 at 7:45 AM.
 - ii. Volunteers will be needed to help flip.
 - 1. Teachers, board members and volunteers will arrive at 7:00 AM.
 - iii. Plate design will be used to designate rooms again.
 - c. Any other new business
 - i. None.
 - d. Date of next board meeting
 - i. January 14, 2019
 - ii. Finalize plans for the Pancake Feed.
- VII. Motion to Adjourn
 - a. Paul Motioned.
 - b. Michele seconded.

Minutes for Chinook board Meeting October 23, 2017

Board Meeting- October 23, 2017

Attended by: Christina, Michele, Laura, Paul, Jacy Pietsch, Kenon Paul & Shauna
Trotzke

- I. Parent Comments
 - a. None
- II. Approval of Agenda/Minutes
 - a. Kenon Moved
 - b. Michele Seconded
- III. Treasurer's Report
 - a. Deposited an envelope of spare change.
 - b. Garden Fund name needs to be changed to 'Pizza Fund'
 - c. Turned in tax information paperwork to accountant.
 - d. Michele moves to approve.
 - e. Kenon seconded
- IV. Intervention Team Updates
 - a. None
- V. Staff Meeting Updates
 - a. The line of cars at the front door during drop off has gotten unmanageable. If there is a line of cars when parents drive up, they should park to let their kids out rather than join the line.
 - i. Parents should pull up to the farthest cone in the parking lot to let their kids out, rather than stopping at the front door.
 - b. No Parking signs for the front parking area - \$100 for four, not including the poles.
 - c. Don't need pizza carts after all as the students have changed the way that they do pizza – no longer needed.
 - d. Darci is taking Montessori class to get her certification.
 - e. Parents are doing the Fall Carnival this year.
 - f. There will be a Colonial Fair.
 - g. Money for an audiobook subscription probably not needed.
 - i. Found alternates – Tumblebooks and Epic.

VI. New Business

- a. Anything that needs to be brought up.
 - i. All School Sleepover:
 - 1. Want to approve money for bouncy house rental.
 - a. Michele moved to approve.
 - b. Approval unanimous.
 - 2. Need to get a letter out.
 - a. Ask for donations for pizza.
 - ii. Track-It-Forward
 - 1. We need to send out another link to parents in case anyone has not signed up yet.
 - 2. Want to send out a survey to get parental feedback.
 - a. How is it working?
 - b. Do we want to continue with this app or find something else?
- b. Date of next board meeting
 - i. November 27, 2017

VII. Motion to Adjourn

- a. Laura motioned.
- b. Michele seconded.

**Board Minutes
Chinook Montessori Charter School
Board Meeting
Teacher's Conference Room
3002 International Street
Fairbanks, Alaska
October 17,2016**

- I. Parent Comments: no parent comments
- II. Approval of Agenda: Elizabeth motion to approve. Jacy seconded the motion.
- III. Approval of Minutes: Laura moved to approve the minutes and Heather seconded.
- IV. Treasurer's Report: We have all the statement through September and Heather is has everything through August entered.
 - **Mentor play tickets cannot have a specific price. It must be a suggested donation and we need to include the tax ID number.
 - ***The Fall Carnival tickets should also include the tax ID number, which can also be used a receipt.
 - The garden fund was a topic of discussion. The Chinook community has not been too pleased with the Calypso commitment to the garden. Maybe we could use the garden fund for more of a community based experience. Jacy suggested or asked whether or not students could help organize.
- V. Monthly Report by the Intervention Team: Yes, we had one meeting with a mentor student. Actually it was the second meeting and we focused on listening skills, productive communication, respect, and integrity.
- VI. Other business:
 - a. New Board Member
 - b. Ideas for school social events: movie night, generation gap dance, craft night
 - i. Cookie Exchange
 - ii. Craft Gift Event
 - iii. Themed Family Dance January 28th 2017 4:00 – 6:00pm
 - iv. Game Night
 - c. Volunteer hour update
 - i. Continue to drive home the message that parents are welcome to talk to teachers about volunteer hours. We

understand that some people might feel uncomfortable initiating the conversation, but we want to keep the lines of communication open.

ii. We will leave the previously accumulated hours in the volunteer log.

iii. Jacy explained the volunteer hour requirement as a good goal and a way to contribute to her son's education.

iv. Heather suggested going a different direction and address volunteer hours as an ongoing contribution. Then we could tally the total hours volunteered each month and based the goal of a cumulative community volunteer hour contribution to the Chinook community.

d. Picking Board Secretary

i. Jacy will take on the role of secretary.

VII. Set date for next meeting: 11/14/16 4:00pm

VIII. Adjourn

a. Heather motions to adjourn and Laura seconds the motion.

**Approved Chinook Montessori Charter School
Board Meeting – October 19, 2015
Teachers' Conference Room
3002 International Street
Fairbanks, Alaska**

Meeting commenced: 4:20 p.m.

Members present:

Wendy Demers, Elizabeth Hilker, Michele Halbrooks, Danette Peterson, Mia Mattie, Heather Conklin, Eleanor Denton

Motion to approve September minutes:

Motion to approve by Michele

Seconded by Mia

Agenda:

Approved by Michele and approved by Elizabeth

Danette made a motion to approve the minutes electronically using Google Docs within a week of the meeting so that the minutes can be distributed sooner and to save time during meetings. Elizabeth seconded the motion.

Parent comments:

Eleanor noted that front doors are not open at 7:45 a.m. They are opening a few minutes late. This is affecting parents that drop-off their child and need to get to work by 8:00. Wendy will set an alarm to ensure that it is open on time.

Parent comment asking for gratitude and “thank you” for contributions, such as classroom snacks. Heather commented that the hand-written thank-you in the past were greatly appreciated. Wendy confirmed that staff need to show gratitude to parents and that a thank-you is in order.

Parent request for a studio to show Vegicated, which is a documentary movie on being a vegan. After searching, we found no rating as it is a documentary. Staff will view this further and discuss it at a future staff meeting.

Studio to teach Spanish to kids. The parent suggestion is that the school would purchase Rosetta Stone. While members liked the idea of the studio, the cost of the requested program was a concern. Mia noted that the Rosetta Stone is very individualized. Eleanor commented that there are other resources. Danette noted that Duo Lingo is available for use on ipads. Elizabeth commented the high school is using Duo Lingo and there would be no additional cost to Chinook as it has been purchased by the district.

The remainder of the Board Meeting was devoted to discussion issues that would be addressed at the Parent-Meeting to commence at 5:30.

Parent-Meeting Discussion:

Elizabeth and Michele discussed the need to emphasize student growth and to pinpoint areas of focus. Heather asked that teachers explain the process because it was enlightening to understand the assessment process. Wendy talked about packets that were being made for parents to help parents support student learning at home. Wendy discussed ways for parents to support student reading.

Attendance policy to be covered by Danette

SLO and Math to be covered by Elizabeth

Reading assessments to be covered by Wendy and Michele.

It was agreed that all items on the October agenda would be carried over to the next Board meeting as the Parent-Meeting prevented all matters from being covered.

Future Board Meeting Dates were set by agreement:

Next meetings: November 16 and December 14

The meeting was adjourned at 5:30 p.m. to allow members to commence the Parent-Meeting.

MINUTES
Chinook Montessori Charter School
Board Meeting
Teacher's Conference Room
3002 International Street
Fairbanks, Alaska
October 6, 2014 – 4:15-5:30pm

- I. Parent Comments (Wendy): No parents are present for comments.
- II. Approval of Agenda (Wendy): Eleanor Denton, Amy Vinlove, Danette Peterson, Laura Stark, Michele Halbrooks, Wendy Demers, Elizabeth Hilker are present.
- III. Approval of Minutes of the September 7, 2014 meeting: Minutes are approved with a date correction.
- IV. Reassign signature powers for Chinook, Inc. to 2014/15 officers: Wendy D., Michele and Eleanor fill out paperwork necessary for signing authority for Chinook Inc. Paul and Elizabeth are not listed for signing authority any longer. Michele and Wendy will bring the paperwork to the bank.
- V. Treasurer's Report (Eleanor): Eleanor submits the August 2014 treasurer's report. Eleanor is going to tally up revenues and get them to Melody so that she can start working on their taxes. Hopefully she will charge the flat fee for tax preparation. The report is approved as submitted.
- VI. Monthly Report by the Intervention Team (Wendy D.): Intervention meeting met today in a brief meeting regarding snowballs on the playground. No other interventions this month.
- VII. Report from staff meeting to Chinook board (Wendy D.): Other issue discussed was getting rid of the stage this year and using the wood from elsewhere. We can now rent the stage at Pioneer Park for much less because of the non-profit status. The stage is cumbersome and large and takes up a good portion of the space in the connex. Hauling it back and forth from the connex is potentially dangerous in winter and putting it together is challenging. Eleanor asks about the dinner show option for Pioneer Park, and Wendy says that this would still be an option in the other space at the Civic Center. Wendy confirms that it is very inexpensive to rent space at Alaskaland, and you even get a free opportunity for a rehearsal. If space is cleared out in the connex, it could be better organized. Parents will be asked to help clean out connex during professional development days next week (Oct. 16 and 17).
- VIII. Funding requests/needs: One issue discussed at staff meeting was requiring hats/mittens for pioneers and mentors. Early in the season the older kids weren't necessarily ready with appropriate gear. They are interested in getting a mini weather station for Chinook so that they can get accurate information on the weather (-20 to 20 the older kids need proper gear, younger kids need proper gear including snow pants, over 20 hats and mittens are optional for older kids). A weather station would give more accurate information. Michele was going to look for a reasonably priced weather station. One is available for \$40 on Amazon.com.
- IX. Other Business –
 - Alaska's new testing system – We will have a parent meeting on October 21 regarding Alaska's new testing system. Amy will facilitate and give information to parents about the

new system. The meeting will be at 5:30 (dinner) and 6pm – information and practice with the practice tests. Danette will get some cheese and crackers.

- Wendy D. follow up on Charter School district meeting and transportation to charter schools: Wendy got information from downtown that suggests there was no money allocated at the state level. Amy mentioned a recent proposed regulation before the state Board of Education that requires that districts develop policies regarding charter school transportation. Danette will look into it.
- Adjustments for tardies in relation to road conditions (Danette): Danette asks about marking tardies when the roads are bad, and the staff confirm that they do not mark tardies on days when roads are bad.
- Professional development day scheduling (Danette): Danette asks about the motivation for the scheduled date for September professional development, and why it was one week different from the rest of the district. The staff has not in the past looked at FNSBSD dates for professional development, but will try to take them into account in the future.

X. Set date for next meeting: **Monday, November 3rd, 4:15-5:30pm**

XI. Adjourn

MINUTES
Chinook Montessori Charter School
Board Meeting
Teacher's Conference Room
3002 International Street
Fairbanks, Alaska
October 7, 2013 – 4:00-5:30pm

- I. Parent Comments (Paul): No parents are present for comments. Candace Tucker came in and asked the board to support a school wide effort to collect box tops.
- II. Approval of Agenda (Paul): Paul, Amy, Brad, Wendy D., Laura, Eleanor are present. Tracy is absent. Agenda item added by Wendy re: school enrollment. Agenda is approved.
- III. Approval of Minutes of the September 9, 2013 meeting: Minutes are approved as written.
- IV. Treasurer's Report (Eleanor): No report because there is no September statement yet.
- V. Monthly Report by the Intervention Team: No interventions.
- VI. Funding requests/needs: In regards to using box tops to pay for studios, the board would like participants to have an option for people who do not collect box tops. The board will ask Wendy H. (studio liaison) to talk to Candace about this.
- VII. Other Business –
 - Reviewing the by-laws in the board manual and charter: Today we're looking at Article I (Offices) and Article II (Board of Directors)
 - Recommended changes: Article II, bullet 4 needs to be revised. Possible revision language is ***review the school operating budget as needed or when significant changes are made to the allocation of funds within the budget***
 - Need to add to list in Article II a bullet on dispersing funds raised by Chinook Inc.
 - Need to clarify the role of the Board as the Academic Policy Committee in the by-laws. Need to state that the Board of Directors serves as the BoD for Chinook, Inc. non-profit as well as the Academic Policy Committee required by state charter school law. Will review documents generated at staff retreat in 2008 at next meeting.
 - Next meeting we will continue to look at Article II.
 - School enrollment: School year started off with lower numbers that expected. Shifts right at the start of the year. Need to pull in one more student to get number up to 150 for 20 day count. Wendy took on an extra 6th grader. If they can't drum up another 7th grader in the next few days they will pull in someone for another grade level. They want to be above by 1 or 2 by the end of the count time (month of October). In the future the staff will be more proactive in recruiting so they don't find themselves in this situation. Eleanor suggests sending out a notice to members of the Chinook community explaining the situation and looking for new 7th graders. Possible idea to make a brochure to use every year to attract 7th graders "Why go to middle school at Chinook?" Get some testimonials from current 7th/8th students and graduates extolling the benefits of a small

7th/8th grade school environment. An announcement could also be put on the parent-moderated Chinook Facebook page.

VIII. Set date for next meeting: **Monday, November 4th, 4-5:30p**

IX. Adjourn

MINUTES
Chinook Montessori Charter School
Board Meeting
Teacher's Conference Room
3002 International Street
Fairbanks, Alaska
October 1, 2012 – 4:00-5:30pm

- I. Parent Comments (Paul) – No parents present
- II. Call Meeting to Order (Paul) – Paul, Brad, Eleanor, Amy, Elizabeth, Tracy and Laura are present
- III. Approval of Agenda (Paul) – Date on Agenda is changed to 10/1/12 as the meeting last week was postponed. Paul moves to approve the agenda, Tracy seconds.
- IV. Approval of Minutes of the May 14, 2012 meeting – Eleanor clarifies that the money for the garden t-shirt sales was deposited in the mentor account to cover the expense of paying for them. Paul moves to approves, Brad seconds.
- V. NOTE: A board meeting was held in August but Amy and Brad were not present and no one took notes. Eleanor did present a treasurer's report at that meeting.
- VI. Treasurer's Report (Eleanor) – Eleanor presents an August treasurer's report. Tracy has a goal of having \$15000 in the trip account before they go on the Boston trip. Bjorn has money left over because district funds were able to be used for part of the funding for his trip last year. Eleanor has an appointment set up with Melanie, a CPA to get the taxes done this year. Last year it was \$150 to meet with her. Eleanor is meeting with her on 10/23. This money comes out of Chinook Inc. funds. Paul asks if the savings account earns any interest. It is minimal (under \$3 per quarter).
- VII. Monthly Report by the Intervention Team – Paul asks if there is a need to keep this as a line item on the agenda – report on both academic and behavior interventions. Tracy and Amy indicate that they feel like this is important information to share with the board and it will stay on the monthly agenda. Paul sat in on an academic intervention. An IEP is being reassessed. Tracy had an intervention with two new students who came to Chinook. She was trying to figure out where they were in regards to the curriculum. The family decided to continue home schooling rather than come to Chinook.
- VIII. Planning for parent meeting: fall harvest get together. Suggestion that we have a parent meeting where we just meet and eat. We could potentially use some of the potatoes from the garden, those that have not been chewed on by voles. An announcement for the meeting needs to be put out. This would serve in place of the canceled campout. People could be invited to bring a meal to share your harvest. It's a potluck. This was scheduled for 5pm on October 15th, but Paul points out the MPR will be full with artist-in-residence stuff. Date will be moved to

Monday, October 22nd. Board meeting at 4, Parent meeting at 5:30p. Thought for next parent meeting: **Monday, December 3rd.** Hear from founding teachers, get back to the founding principles of Chinook (e.g. community service). Elizabeth will call the founding teachers and ask if they can attend (Barb, Terri, Annie Keep-Barnes).

Planning for harvest festival: Brad will try to have the Chinook storefront set up on Café Press and we can project it up on the wall in the MPR. Laura will make the flyer for the Harvest Festival. Tracy might try to put her students to work cooking something (e.g. potato soup). Are we setting up tables up in MPR with tablecloths? Yes. Elizabeth said the apprentices can set up tablecloths. We can put up a sign-up sheet for the harvest festival in the front entryway. Plates, silverware, cups? Board will provide eating utensils and plates. Elizabeth has some silverware to donate to the cause (500). We could ask families to bring their own plates and bowls and cups and that would require us to buy fewer. Paul would like to serve the soup in a hollowed out pumpkin. Can kids play outside? Yes, we will need to figure out a schedule for adult supervision if they are outside (board members and staff members take 15-20 minute shifts). Drinks: fill up cooler(s) with powdered lemonade. Brad will buy backup plates and bowls and cups and lemonade.

- IX. Follow up on fundraising strategies (Pick Click Give, paper lanterns, Apparel sales). Brad gives an update on the Café Press plan for Chinook merchandise. Pick, Click, Give issue forwarded to Brad and Paul has been straightened out. We need to begin spreading the word about P/C/G for Chinook. Elizabeth will put it in the All School Letter. Hoping to recoup the \$250 filing fee at the least. Paper lanterns: can we sell them at the harvest festival? Yes. Brad will find out if we can send any of them off here at school. Skylanterns is the company, if you buy a bunch they are cheaper. Brad is going to send out a message with updated info on it.
- X. Artist in residence: supplies needed to make murals – Sara Tabbert is going to be here for two weeks to help make four 3x5' cut glass mosaics with the students. Not sure where they are going to end up. We need to support the cost of the project – materials. Sara is asking for supplies to be purchased through Chinook Inc. instead of through the school district. The cost would be around \$500 plus shipping. Amy moves to approve \$500 + shipping costs for the artist in residence project from the Chinook Inc. checking account. Tracy seconds. Motion carries.
- XI. Other Business – Board meeting minutes, after approval, will be posted on the parent board after approval. They will also be sent to Susan to be posted on the Chinook school district web site. The option of a daily list serve, like Watershed has, was discussed. Tracy said this is something that should be discussed with the staff.
- XII. Set date for next meeting: **Monday, October 22, 4pm and Monday, December 3, 4pm.**
- XIII. Adjourn – Meeting adjourned at 5:22p,

MINUTES
Chinook Montessori Charter School
Board Meeting
Teacher's Conference Room
3002 International Street
Fairbanks, Alaska
October 24, 2011 – 4:00-5:30pm

- I. Parent Comments – No parents present
- II. Call Meeting to Order – Meeting called to order at 4:15. All board members present except Wendy Demers.
- III. Approval of Agenda – Paul moves to approve agenda, seconded, motion carries.
- IV. Approval of Minutes of the September 19, 2011 meeting – Barb moves to approve, seconded, motion carries.
- V. Treasurer's Report – Wendy moves to approve, seconded, motion carries. Eleanor is meeting with Melody on Wednesday morning.
- VI. Update on garden project – Paul reports that Josh Snow rototilled the perimeter garden on the inside playground. Shed has been moved into the playground and has tools in it. Will be painted in the spring. Rocks are being removed by kids in preparation for spring planting. Plan to put cover crop in in spring, flowers, broccoli, potatoes, peas, etc. Need parent volunteers to help with watering the first summer and after that Calypso will take over. Can borrow some tools from Calypso but will probably need to do some fundraising to buy our own tools. Waiting for a garden curriculum.
- VII. Monthly Report by the Intervention Team: Mentor boys had a squabble in the classroom. Were sent home and came back with a plan. Also had one academic intervention with a student in Wendy D.'s class. Might have to have some meetings with parents in regards to parents doing late pick ups and/or volunteer hours.
- VIII. Funding requests/needs – Paul reports that a meeting was held with the fund raising/brainstorming team. Two parents came and provided information. Paul met with CFO for FNSBSD to find out eligibility for grants and contributions. Anything over \$1000 must go before the school board for final approval. If we want a grant for computers we

have to go through the school district grant office. We need to file a 990 form. 36 page report. Has to be done every year. If we receive more than \$25,000 we need to submit this report. If money goes into Chinook budget and is over \$25,000, but other grant items that are routed through the school district do not need to fall in this category. The teachers brainstormed a list of needs/things they'd like over a longer period of time (5-10 years). Looked at how often money needed to be raised (every year, every other year, etc.). Considered what kinds of grants might work for different need. Items that have to go through FNSBSD include teachers, staff, technology. School district is currently concerned with liability issues for contracted workers.

Buses for field trips can only be used between 9:30 and 2 – if it is outside these hours you have to have a special waiver. Statement is going to go on the parent driver agreement stating that parents are liable if there is an accident.

Talked about options for Pick. Click. Give. as well as automatic paycheck donations and several other options. Fundraising committee is going to meet again tomorrow. Plan on looking for grant options. Current committee is Wendy D., Tracy, Paul and two parents.

- IX. Other Business – Parent who volunteered to plow has been hired and Chinook will pay \$50 for gas money each time the parking lot is plowed. Parents are responding to requests for classroom items, e.g. a white board, a new tank for Barb's room. Copiers and teacher laptops are being provided by the school district so we don't need to fundraise for them.

Long process to replace Sonya and to hire a SpEd aide for Elizabeth's classroom. Also hiring a new SLP, but there have been hold-ups with downtown. New SLP (Carol Hammond) will hopefully start 1st of Nov. Only one aide to interview for SpEd aide, two in-district transfers for classroom aide but neither look like the right fit.

- X. Set date for next meeting
- XI. Adjourn

**Chinook Montessori Charter School
Board Meeting
Teacher's Conference Room
3002 International Street
Fairbanks, Alaska
October 25, 2010 – 4-5:30pm**

- I. Call Meeting to Order (Michele)
 - Michele calls meeting to order. Present are Michele, Wendy H., Elizabeth, Amy and Eleanor
- II. Approval of Agenda (Michele)
 - Add yearly goals for the board to the agenda
 - Agenda is approved
- III. Parent Comments (Michele)
 - Checked for parent comments – no parents are present
- IV. Approval of Minutes of the September 20, 2010 meeting
 - Minutes were reviewed. A bill for \$1900 was received from the building owner, but it wasn't itemized so we're finding out what its for. New SpEd teacher started today.
 - Minutes are approved
- V. Treasurer's Report (Eleanor)
 - Has June through September (due to an error/omission from June). Eleanor passed out a draft of treasurer's report for those four months. June was correct except for one \$248 item. She added it to last years' documents. Discussion as to what the money in the accounts is for – do we need to fund raise? If we need to fund raise we should be specific as to what the funds are needed for. No specific needs are known right now. The need for a shed has been discussed in the past, but it is unlikely that project can occur without the cooperation of the building owner. Teachers are regularly shelling out their own money for things in the classrooms, so it is possible that there is a need for money/ donations. There have been other fund raisers in the past. Also the idea of having a Scholastic Book Fair was discussed. Lyn will look in to the possibility of having a Book Fair before winter break. Also need to remind parents to put their donations at Gullivers towards Chinook. The school is still waiting to hear about the future of the rollover funds (being discussed between the FNSB and the FNSBSD). Eleanor asks the teachers to let her know if there are needs that the school has that might be met through fund raising. They can put a note in her box.
 - Treasurer's reports for June, July, August and September were approved with one correction made to the August 2010 report (the month of July was changed to August in the first two references (left of "Debits" and "Deposits"))
- VI. Monthly Report by the Intervention Team

- Two interventions. Two suspensions for aggressive behavior on the playground. Both kids agreed that they did it, and agreed to the suspension. One was suspended for 1.5 days, the other for 3 days (initiator was 3 days). Parents were supportive.
- Staff is looking at volunteer hours to make sure parents are staying up on this responsibility. Staff is trying to stay on top of it every trimester instead of waiting until the end of the year. Parents who are low in hours will get a “concern” letter asking parents to come up with a plan for meeting volunteer hours. Plans will go to the intervention team who will decide whether or not they need to meet with individual families. Donations can be given in lieu of volunteers hours, but Chinook cannot specify a dollar amount for the donations.

VII. Set date for next meeting

- Proposed date: **Wednesday, December 8 at 3:15pm.**

VIII. Other Business

- Goals for the board for this year. Last year we went through sections of the charter to prepare for the renewal process. Fund raising might be a possible priority this year. Any need for grant money? Continual need for extra space – difficulties with using grant money for something that is going to need sustained funds (e.g. building lease). Also need to organize board and Chinook Inc. paperwork. Possibly devote some board meeting time to organizing paperwork.
- By the next board meeting the rollover issue should be resolved. At that point the financial situation will be more apparent.

IX. Agenda for next meeting

- Need to determine a focus for a winter parent meeting. Possibilities: potpourri of things relevant to Chinook: Montessori math, attributes being focused on this year, science work in the schools. Maybe we should offer food, e.g. ice cream sundaes.

X. Adjourn

- Meeting was adjourned at 5:20pm

Appendix E: Waivers

The following are the waivers requested by Chinook. Additional waivers may be requested and approved pursuant to the terms of the Contract between the parties. Waiver of any policy constitutes waivers of associated rules and regulations.

- 310 Administrative Organization
- 321 Superintendent
- 324 School Building Administration
- 325 Staff Relations
- 330 Administrative Committees (Superintendent's approval)
- 340 Principals (policy Implementation)
- 341 Handbooks (Superintendent's approval)
- 546 Supervision (Principal)
- 1143 Principal's Advisory Committee
- 1153 Visitors to the School (Principal's authority)
- 1221 Shared Services (Superintendent)

Rationale:

Chinook has its own school administrative organization and administration team. This governing body for the school is the Chinook Board. The Chinook Board meets on a consistent basis to establish Chinook's administrative policies, responsibilities, and duties. Chinook does not have a principal and is not under the supervision of a superintendent pursuant to the Alaska Charter School Law.

- 1157.3 Collections for School Purposes (Principal's authority)
- 1157.4 Materials Drive (Principal's authority)
- 1156 Gifts & Donations
- 577 Staff Gifts
- 1072 Student Gifts

Rationale:

Chinook is responsible for fund requests as stated in our charter. The Charter School, as a non-profit corporation, is a legal entity, able to accept grants, gifts, and donations. The FNSBSD Board shall be given written notice of all accepted grants, gifts, donations, and any conditions thereof.

- 900 Curriculum & Instruction Philosophy
- 910 Curriculum Development
- 920 Instructional Materials
- 921 Selection of Instructional Materials
- 922 Request for Reevaluation of Instructional Materials
- 923 Disposal of Outdated Instructional Material
- 941.1 School Calendar

- 941.2 School Term
- 945 Allocation and Use of Instructional Time - Field Trips
- 955 Student Activities - Secondary Student Groups (Funding, travel)
- 957 Student Activities - Elementary Student Activities
- 960 Instructional Arrangements
- 971 K-12 Student Assessment
- 972 Elementary Grading
- 973 Junior High/Middle School Grading
- 983 Promotion/retention/acceleration

Rationale:

Chinook is waiving these policies according to the Alaska State Charter School Law, which states that charter schools are exempt from District curriculum and scheduling policies. Chinook has its own school day and instructional year, which provides time and flexibility in organizing schedules and class sizes. Chinook has developed its own curriculum and program of instruction and has its own assessment and reporting system. All of these policies are described elsewhere in this Charter School Application.

- 1123.5 School Publications
- 1154 Parent Involvement

Rationale:

Chinook has its own parent involvement and communication policies as stated in the Charter.

- 1231 Student Teaching and Internships

Rationale: Chinook has its own guidelines for these policies.

- 1310-1370 Facilities
- 1390 Facilities
- 741 Building Security
- 742 Use of Building
- 753 Property (Principal authorized)
- 1160 Use of District Facilities

Rationale:

If Chinook is not housed in a School District facility, routine building and ground maintenance services will be performed or contracted by Chinook.

- 1032.1 Establishment of Boundaries
- 1032.2 Attendance Out of Transportation Zone

Rationale:

Chinook is a choice school. It is open to all students in the District. We anticipate some method of transportation could be provided by FNSBSD to be negotiated at a later time. Students with special needs are transported according to state and federal regulations.

- 1048 Behavioral Standards Involving Violence and/or Weapons
- 1049 Alcohol and Other Unauthorized Substance Violations

Rationale:

As there is a limit on the number of students who may attend Chinook and there is a waiting list, any student who is in violation of these policies, after due process, may be permanently excluded from the school and their position may be filled from the waiting list.

- 1043 Student Involvement in Decision Making
- 1066.1 Dismissal of Pupils
- 1074 Contests and Awarding of Prizes

Rationale:

Chinook has its own policies concerning student participation, involvement, and behavioral expectations.

Appendix F: Instructional Program

Montessori Lessons Aligned with Kindergarten Math Standards

Operations and Algebraic Thinking - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- ❖ **K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations.**
 - Bead bar addition
 - Blue/red rod addition
 - Addition strip board
 - Addition blue board
 - Subtraction board
 - Subtraction with objects
- ❖ **K.OA.2. Add or subtract whole numbers to 10 (e.g., by using objects or drawings to solve word problems).**
 - Story Problem cards with counters
 - Story Problem practice sheets
- ❖ **K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings, and record each decomposition by a drawing or equation). *For example, $5=2+3$ and $5=4+1$.***
 - Decompose numbers 2-10 with counters
 - Bead bar addition
 - Addition strip board
 - Subtraction board
 - Decompose numbers 2-10 with counters, numbers and symbols
 - Decompose numbers 2-10 with numbers and symbols only
- ❖ **K.OA.4. For any number from 1- 4, find the number that makes 5 when added to the given number and, for any number from 1-9, find the number that makes 10 when added to the given number (e.g., by using objects, drawings or 10 frames) and record the answer with a drawing or equation.**
 - Bead bar addition
 - Addition strip board
 - Abacus
- ❖ **K.OA.5. Fluently add and subtract numbers up to 5.**
 - Bead Bar addition
 - Addition with counters

Emergent Reading

Our ETC Montessori Emergent Reading Program is designed to move children from an emergent to a transitional reading level. Lessons and presentations are given in the following areas:

1. Rhyming
2. Alliteration
3. Oral Language -model segmentation of words
4. Beginning sounds- lesson on beginning/middle/end with objects
5. Ending sounds -Manipulation of sound
6. Alphabet knowledge
7. Phonological short term memory
8. Concepts about print
9. Reading Words CVC, blends with CVC, Long Vowels
10. Developing Reading Fluency

Our Emergent Reading program meets the following Alaska State Standards for foundational reading skills:

Print Concepts: Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence

Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words
- b. Orally produce single-syllable words by blending sounds (phones), including consonant blends
- c. Isolate and pronounce initial medial vowel, and final sounds (phones) in spoken single-syllable words
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phones).

Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- b. Decode regularly spelled on-syllable words.

- c. Know final –e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in printed word.
- e. Decode two-syllable following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade appropriate irregularly spelled words.

Fluency: Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Pioneer (4th-6th Grade) Space Systems STEM Curriculum

Essential Question:

1. Do students know what gravity is and where it is pulling matter towards?
2. What causes some stars to appear brighter in the night sky?
3. Can students understand the motion of the Earth in relation to the sun and other stars?

Unit Targets: working with a small group of peers, students will gain understanding in...

- The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. [Gravity STEM lesson](#)
- The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. [Star stuff](#)
- The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. [How the Earth's Movement Creates the Seasons](#)

State Content Standards:

- **5-PS2-1** Support an argument that the gravitational force exerted by Earth on objects is directed toward the center of the Earth.
- **3-5-ETS1-2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- **3-5-ETS1-3** Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Mentor (7th and 8th Grade) Research Writing Lesson

State Content Standards:

- [7] 3.1.1 Writing a thesis statement that identifies the focus or controlling idea for the entire composition
- [7] 3.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement
- [7] 3.1.3 Organizing ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast) to maintain the unity of the composition with a variety of transitional words and phrases
- [7] 3.1.4 Writing a conclusion that supports the thesis or summarizes the main Ideas

Essential Questions:

- ☐ Why is it important for students to learn how to do research?
- ☐ How is research writing different from all other forms of writing?
- ☐ Where do I find reliable and valid information for my research paper?
- ☐ How do I know if the information that I have researched is reliable and valid?
- ☐ How and why do I let my reader know where my information came from?
- ☐ What kind of organization could be used for this form of writing?
- ☐ What kind of voice would be most effective for this form of writing?

Instructional Materials (Links):

- [Thesis Statement Practice Lesson](#)
- [Introductions and Conclusions Lesson](#)
- [Citing Sources](#)

Materials:

- ☐ Computer
- ☐ [Research Outline Template](#)

Writing/Research Tasks:

Introduction	<p>-- Scientific Name THE GRABBER</p> <p>BRIEF DESCRIPTION of your animal</p> <ul style="list-style-type: none"><input type="checkbox"/> What does it look like?<input type="checkbox"/> How tall or long is it?<input type="checkbox"/> How much does it weigh?<input type="checkbox"/> An Interesting Fact <p>THESIS STATEMENT</p> <p>The <u>(your animal)</u> is a very <u>(adjective)</u> <u>(type of animal)</u> that lives, reproduces, and survives in a(n) <u>(adjective)</u> environment.</p>
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First Body Paragraph	Everyday Life (Habitat and Location and Diet) <ul style="list-style-type: none"> <input type="checkbox"/> What type of habitat does your animal live in? <input type="checkbox"/> Where on Earth can you find your animal? <input type="checkbox"/> Is your animal an herbivore, carnivore, or omnivore? <input type="checkbox"/> What does your animal eat? <input type="checkbox"/> How much does it eat? <input type="checkbox"/> How often does it eat?
Second Body Paragraph	Life Cycle (Reproduction and Lifespan) <ul style="list-style-type: none"> <input type="checkbox"/> What is the gestational period for your animal? <input type="checkbox"/> How many babies does your animal have? <input type="checkbox"/> How often does your animal have another set of babies? <input type="checkbox"/> How long do the babies stay with the parents? <input type="checkbox"/> What is the average lifespan of your animal in the wild? <input type="checkbox"/> Is there a difference between the lifespan of males and females? <input type="checkbox"/> What is the lifespan of your animal in captivity?
Third Body Paragraph	Survival (Predators and Environmental Threats) <ul style="list-style-type: none"> <input type="checkbox"/> What are the predators for your animal? <input type="checkbox"/> What defense mechanisms does your animal use to protect itself? <input type="checkbox"/> Discuss environmental threats that impact your animal's existence. <input type="checkbox"/> What conservation efforts are being done to protect your animal and its habitat?
Conclusion	<p>Conclusions are written like an introduction, only backwards.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Start with a transition like “In conclusion” or “In summary”. <input type="checkbox"/> First, restate (write in a different way) your thesis. <input type="checkbox"/> Next, summarize the main ideas that you’ve already covered. Again, restate. <input type="checkbox"/> Finally, finish with a snappy line that leaves the reader thinking about something. A call to action is a good approach for an animal report.

Reflection:

- ☐ Did you gather enough information to write your research report?
- ☐ What could you have done differently during the research portion of the project?
- ☐ What went well for you throughout this project? Why?
- ☐ What problems did you experience while researching and writing your report? Why?
- ☐ What did you learn from this experience that will help you in the future?

Appendix G: Administration Policy Regarding Admission

Admission Criteria

Chinook Montessori Charter School is a school of choice. A student enrolling at Chinook must be within the age of five and fourteen and a resident of the FNSBSD. In order to be eligible to apply to attend kindergarten, children must be five years old on or before September 1st. Children must be 6 years old on or before September 1 to attend 1st grade. A copy of the child's birth certificate, proof of immunizations, or a waiver, is required for each student enrolling. Chinook may, upon written notice to the FNSBSD, decline to accept students who have been determined, after due process, to have violated FNSBSD Policies 1042.61 (Firearms and Other Guns) or 1053.3 (Alcohol and Other Drug Violations).

All parents who enroll students in the school must agree to contribute at least fifteen hours per trimester either at the school site or from home. Parents choose from a wide variety of ways to be involved.

Attending Chinook is a long-term commitment. Students applying should intend to complete their entire elementary and middle school program at the school. Prior to the application process, parents and students must attend an orientation meeting about the philosophy, curriculum, and day-to-day operation of the school. At this time they also observe the school in session. Parents and students then complete an application form and their name will be placed in the lottery.

After the lottery, if a placement is offered, the student and family must attend an interview with at least one teacher.

In the event that attending an informational meeting is not possible, for example, in the case of a military relocation or a family preparing to move into the area, a proxy may attend in place of a parent or guardian. Please call or email the school to establish this proxy.

Selection Process

The school strives to enroll all students who meet the admission criteria and turns in their application five business days before the lottery drawing held on April 15 (or the closest weekday to that date). As per AS 14.03.265 (b) the school shall strive to enroll all eligible students who submit a timely and accurate application. In the event that the number of students applying exceeds the capacity of the program, grade level, or building, families who meet the above criteria will be selected by lottery. The lottery determines the waiting list for the following school year. New waitlists are created each year. All unsuccessful applicants are welcome to

reapply the following year. When there are openings in the school, the waiting list is used to fill the vacancies.

We have a Sibling Waitlist and a General Waitlist. Once a student is admitted into the school, their school-aged siblings are placed at the bottom of the Sibling Waitlist. The General Waitlist is compiled from the lottery. When school is in session, the Sibling Waitlist is updated at time of sibling attendance or at the end of each school year, whichever comes first. New families joining Chinook will be added to the sibling list for the upcoming year if admittance to the school occurs prior to July 1st.

In subsequent years all students who have previously attended Chinook are automatically re-enrolled in the program. Parents or guardians are expected to notify the school of any change in enrollment plans, prior to our lottery, for the upcoming year.

Entering five-year-old students who already have siblings enrolled in the school are given admission preference. Siblings are defined as permanent, immediate family members, of kindergarten through seventh grade, who are living in the home. If a student withdraws from Chinook Montessori Charter School to attend another school, they are required to complete the application and lottery process again if they wish to return. The student loses the ability to use sibling preference. Per FEA and ESSA contracts, children of Chinook teachers and staff are given enrollment preference.

During the lottery process, or whenever student spots open during the school year, we identify the grade level and gender of the position open. Openings will be filled to accommodate the grade and gender space available in the class to keep grade level and gender balance in each classroom. First, we check the sibling waitlist. If there is not a sibling that fits the opening, we move to the general waitlist.

In order to maintain balanced multi-age classrooms and keep classroom enrollment stable, Chinook strives to fill precise openings based on:

- Grade level balance
 - We have 16 students K-6 and 22 in 7th & 8th grade.
- Gender balance
 - We have 8 females and 8 males in K-6 and 11 females and 11 males in 7th and 8th grades. When filling open positions with a sibling, we will allow deviations from the 50:50 ratio by 1, in order to admit a sibling.

Nondiscrimination Disclosure

Chinook does not discriminate toward any individual as defined in FNSBSD Policy 1011 nor does it require any student to attend the program. Chinook Montessori Charter will not discriminate by race or special needs or other inappropriate criteria. No student shall be denied participation because of a learning disability, handicapping condition, or special needs.

Appendix H: Waitlist Numbers

Waitlist by Grade								
Year	K	1st	2nd	3rd	4th	5th	6th	7th
2017-2018	39	19	4	15	9	6	9	0
2018-2019	52	16	11	7	11	10	4	0
2019-2020	63	22	15	12	6	8	5	0
2020-2021	48	16	15	13	9	3	6	2

Appendix I: Budget

ESTIMATED FUNDING 2020-21 CHINOOK CHARTER SCHOOL 2020-21 PROPOSED BUDGET				
Variables:			Budget	
FTE Enrollment:				150.00
Special Circumstance:				Y
Is this charter school in it's first three years of operation or did charter school have at least 75 students last year? (Y/N).....				Y
ADM if fte is 150 students or greater	=	table		218.10
ADM if fte >74 but <150 students, but meets	=	x1.454		-
ADM if fte >120 but <150 students, but no sp	=	x1.18		-
ADM if fte is less than 75 students.	=	x1.18		-
Estimated State Foundation Funding			Rate	Y/N
FTE Enrollment				150.00
ADM as adjusted for school size per above category				218.10
ADM as adjusted for district cost factor	1.070	Y		233.37
ADM as adjusted for special needs funding	1.200	Y		280.04
ADM as adjusted for voc ed funding - High School allocation	1.010	N		280.04
ADM as adjusted for voc ed funding - Middle School allocation	1.005	Y		281.44
Adjusted ADM				281.44
Base student allocation			\$	5,930
Basic Need			\$	1,668,943
<-linked to foundation tab				
Other funding adjustments				
Share of quality schools	=>	Y		4,503
AADM	281			
Per AADM	\$ 16			
Share of Voluntary Local Contribution	=>	50% Y		109,340
Local contribution	50,045,400			
Local contribution deduct	(30,283,537)			
	19,761,863			
Share of impact aid above deduct	=>	N		-
Eligible Impact aid	13,997,115			
Impact aid deduct	(7,539,546)			
	6,457,569			
Share of supplemental aid	=>	Y		-
Energy funding	-			
One time funding	-			
	-			
<-linked to "rev summary" tab				
Charter School funding before indirect			\$	1,782,786
Indirect charges based on prior year actuals	=>	4.00% Y		(57,998)
Indirect Costs:				
Charter School funding before indirect	1,782,786			
Less: facility costs				
Water/Sewer	(1,737)			
Garbage	-			
Snow Removal	(2,650)			
Electricity	(12,687)			
Heating	(22,327)			
Rent	(293,436)			
Base for indirect charges	1,449,949			
Other school specific items	=>			-
Total Charter School Funding			\$	1,724,788
Rounded			\$	1,724,790
SUMMARY				
Initial Discretionary Budget Allocation			\$	1,586,403
Initial Special Education Allocation (50% of block funding)	50.0%		\$	138,387
Remaining discretionary budget			\$	1,724,790
Budget Reduction 0%			\$	-
Less Supplemental Fund from State			\$	-
			\$	1,724,790

Personnel Report - FTE by Position

***Fairbanks North Star Borough School District
2020-21 Approved Budget***

515: Chinook Charter School - Personnel Detail	2020-21 Approved Budget	2019-20 Approved Budget
Certificated		
Certified Teachers Head Charter	1.00	1.00
Certified Teachers Elem Charter	4.00	4.00
Certified Teachers Mid Charter	2.50	2.00
Special Education Instr. Staff Charter	1.00	1.00
Counselor Charter	.00	.10
Support		
Teaching Assistant Charter	5.00	6.00
Custodian 9 Month	1.00	1.00
Administrative Secretary Elem Admin Charter	1.00	1.00
TOTAL PERSONNEL	15.50	16.10

Budget Report

Fairbanks North Star Borough School District
2020-21 Approved Budget

515: Chinook Charter School

Revenue And Allocations To Budget Center

District Allocations	2020-21 Approved Budget	2019-20 Approved Budget
Total District Allocations	\$1,724,790	\$1,741,210
% of Revenue And Allocations To Budget Center	100%	100%

Total Revenue And Allocations To Budget Center	\$1,724,790	\$1,741,210
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Expenditures

Other Staffing	2020-21 Approved Budget	2019-20 Approved Budget
Temporaries	\$4,292	\$4,292
Temporaries Salary	\$3,954	\$3,954
Temporaries Total Benefits	\$338	\$338
Temporaries Workers Comp	\$30	
Total Other Staffing	\$4,292	\$4,292
% of Expenditures	0%	0%

Staffing	2020-21 Approved Budget	2019-20 Approved Budget
Support	\$381,483	\$406,817
Support FTE	7.000 FTE	8.000 FTE
Support Salary	\$236,344	\$255,202
Support Total Benefits	\$145,139	\$151,615
Certificated	\$952,315	\$863,514
Certificated FTE	8.500 FTE	8.100 FTE
Certificated Salary	\$651,066	\$600,622
Certificated Total Benefits	\$301,248	\$262,892
Total FTE	15.5	16.1
Total Staffing	\$1,333,798	\$1,270,331
% of Expenditures	77%	73%

Purchased Services	2020-21 Approved Budget	2019-20 Approved Budget
Professional & Technical Services	\$4,000	\$4,000
Student Travel	\$7,548	\$7,548
Water/Sewer	\$3,000	\$3,000
Communication	\$1,000	\$1,000
Snow Removal	\$2,700	\$2,700
Electricity	\$14,865	\$14,865
Heating Oil	\$25,000	\$25,000
Copier Charges	\$5,603	\$5,603
Rentals	\$300,000	\$300,000
Insurance and Bond Premiums	\$8,000	\$8,000
Total Purchased Services	\$371,716	\$371,716
% of Expenditures	22%	21%

* - See the notes section for details about Line Item notes on this page

Supplies & Materials	2020-21 Approved Budget	2019-20 Approved Budget
Supplies	\$14,984	\$94,871
Total Supplies & Materials	\$14,984	\$94,871
% of Expenditures	1%	5%

Total Expenditures	\$1,724,790	\$1,741,210
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Summary

	2020-21 Approved Budget	2019-20 Approved Budget
Total Revenues and Allocations To Budget	\$1,724,790	\$1,741,210
Total Expenditures	\$1,724,790	\$1,741,210
Variance	\$0	\$0

Notes

* - See the notes section for details about Line Item notes on this page

CHINOOK FY2021 BUDGET

ACCOUNT DESCRIPTION	ORIGINAL APPROP
310 Certificated Salaries	\$ 651,066.40
13150 Certified Teachers	\$ 651,066.40
320 Non-Certificated Salaries	\$ 240,298.15
13240 Support Staff	\$ 236,344.15
13270 Substitutes for Certifie	\$ -
13290 Temporaries	\$ 3,954.00
360 Employee Benefits	\$ 446,725.42
13610 Health & Life Estimate	\$ 273,854.88
13620 Unemployment Estimate	\$ 1,337.05
13630 Worker's Compensation Es	\$ 6,685.23
13640 FICA	\$ 27,823.28
13650 TRS	\$ 81,773.94
13660 PERS	\$ 51,995.71
13690 Other Employee Benefits	\$ 3,255.33
410 Professional & Technical Services	\$ 4,000.00
24140 Legal	\$ 4,000.00
425 Student Travel	\$ 7,548.00
24250 Student Travel	\$ 7,548.00
430 Utility Services	\$ 6,700.00
24310 Water/Sewer	\$ 3,000.00
24330 Communication	\$ 1,000.00
24340 Snow Removal	\$ 2,700.00
435 Energy	\$ 39,865.00
24360 Electricity	\$ 14,865.00
24380 Heating Oil	\$ 25,000.00
440 Other Purchased Services	\$ 305,603.00
24400 Purchased Service	\$ -
24403 Copier Charges	\$ 5,603.00
24410 Rentals	\$ 300,000.00
445 Insurance and Bond Premium	\$ 8,000.00
24450 Insurance	\$ 8,000.00
450 Supplies Materials and Media	\$ 14,984.00
24500 Supplies	\$ 14,984.00
24510 Software	\$ -
515 Chinook Charter School	\$ 1,724,789.97

Appendix J: Transportation Policy

Fairbanks North Star Borough School District Policy 935.26 states:

1. The school district shall provide transportation services for students enrolled in those charter schools seeking transportation services on a space-available basis along the regular routes that students attending schools in an attendance area in the district are transported. Students may be transported via regular routes established for attendance area secondary schools and then shuttled to a charter school.
2. The school district is not required to establish dedicated transportation routes for the exclusive use of students enrolled in a charter school.
3. Charter schools are not authorized to opt-out of this policy for the purpose of acquiring transportation funding.
4. This policy will be applied in conjunction with other district policies on student transportation.

Appendix K: Current Calendar

Chinook Montessori Charter School 2020/ 2021 School Year Calendar

<p>S M T W T F S</p> <p>July 2020</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30 31</p> <p>2, 3, 4, 5 & 6 Portfolio Preparation 6 End of First Trimester 62 days 11 & 12 Portfolio Presentations Early Out 25 Early Out 26 & 27 Thanksgiving Break</p>	<p>S M T W T F S</p> <p>August 2020</p> <p>1</p> <p>2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30 31</p> <p>10, 11, 12, 17, 18 & 19 Professional Dev. Days 13 & 14 Teacher Work Days 20 First Day of School</p>	<p>S M T W T F S</p> <p>September 2020</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30</p> <p>7 Labor Day, No School! 8 & 9 Professional Dev. No School! 30 Make-Up Picture Day</p>	<p>S M T W T F S</p> <p>October 2020</p> <p>1 2 3</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29 30 31</p> <p>29 & 30 Professional Dev. No School!</p>
<p>S M T W T F S</p> <p>November 2020</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> <p>29 30</p>	<p>S M T W T F S</p> <p>December 2020</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30 31</p> <p>16, 17 & 18 Early Out 21-31 Winter Break</p>	<p>S M T W T F S</p> <p>January 2021</p> <p>1 2 3 4 5 6 7 8 9</p> <p>10 11 12 13 14 15 16</p> <p>17 18 19 20 21 22 23</p> <p>24 25 26 27 28 29 30</p> <p>1 Winter Break 4 Teacher Workday, No School! 18 Martin Luther King, No School!</p>	<p>S M T W T F S</p> <p>February 2021</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28</p> <p>15 Professional Development, No School! 16, 17, 18, & 19 Portfolio Preparation 19 End of Second Trimester 61 days 24 & 25 Portfolio Presentations Early Out</p>
<p>S M T W T F S</p> <p>March 2021</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30 31</p> <p>2 Orientation & Visitation 8-12 Spring Break 15 Professional Dev. No School! 25 Orientation & Visitation</p>	<p>S M T W T F S</p> <p>April 2021</p> <p>1 2 3</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29 30</p> <p>12 Professional Development, No School! 15 Lottery</p>	<p>S M T W T F S</p> <p>May 2021</p> <p>1 2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30</p> <p>3, 4, 5, 6 & 7 Portfolio Preparation 12 & 13 Portfolio Presentations Early Out 14 Graduation 17 Transition Day Early Out 18 Last Student Day of School and BBQ Early Out 19 Teacher Work Day 20, 21 & 24 Tentative Bad Weather Days</p>	<p>S M T W T F S</p> <p>June 2021</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30</p>

Appendix L: Building Lease

REAL ESTATE LEASE AGREEMENT

1. Parties. This Lease, dated June 5, 2012, is made by and between Airport Equipment Rentals, Inc., and FETS, LLC, (hereinafter jointly referred to as "Landlord"), and The Chinook Montessori Charter School, Inc., ("Tenant").

2. Premises/Agreement. Landlord hereby leases to Tenant and Tenant hereby leases from Landlord for the Term specified in Paragraph 3 hereof and at the Rental Rate specified in Paragraph 6 hereof, and upon such other terms and conditions set forth herein, that certain building consisting of approximately 13,510 square feet and adjacent real property (hereinafter collectively referred to as the "Premises") depicted in Exhibit A and identified as Lots 1, 2, and 3 of Sadco Industrial Park as located at 3002 and 3003 International Street in Fairbanks, Alaska

Appurtenant rights in this Lease are as follows:

(A) Ingress and Egress. Tenant shall have full and unimpaired access to the Premises.

(B) Subsurface and Airspace Rights. This Lease confers no rights to the subsurface of the land below the ground level of the Building or to airspace above the Building. No easement for light or air is included. Notwithstanding the foregoing, Tenant shall have the right to place equipment (such as an antenna, satellite dish, or cable equipment) on the roof of the Building, if such is necessary for Tenant's business operations and provided that the Building's structure can reasonably accommodate such equipment. The location and placement of any such equipment shall be subject to Landlord's prior written consent, which consent shall not be unreasonably withheld and all such equipment must be installed by a licensed and bonded contractor and done at Tenant's sole expense.

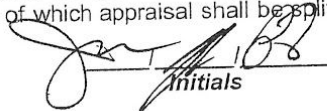
(C) Parking. Tenant shall be provided dedicated parking as set forth in the Building plans attached hereto, and as set forth in Exhibit B.

3. Initial Lease Term. The initial lease term ("Term") of this Lease shall be for ten (10) years, commencing on August 1, 2012, and ending on July 31, 2022, unless sooner terminated pursuant to the provisions of this Lease.

4. Renewal. Tenant shall have the right to renew this Lease for two (2) successive five-year terms upon not less than 120 days prior written notice to Landlord on the same terms and conditions of this Lease Agreement with the exception that the rental rate shall be increased to a mutually agreeable rate that is not less than the rental rate being paid by Tenant during the then current rental period.

5. Purchase Option. On or before the expiration of the initial lease term or any renewal term, Tenant shall have the option to purchase the Premises, at a mutually agreed upon Fair Market Value. In the event that the parties are unable to agree upon the Premises' Fair Market Value, such value shall be established by a single neutral appraiser agreed to by both parties, the cost of which appraisal shall be split.

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equally between the parties. In the event that Landlord wishes to sell the Premises to a third party at any time during the initial lease term or any renewal term, Tenant shall have a first right of refusal to purchase the Premises from Landlord on the same terms and conditions as agreed upon between Landlord and such third party. Such purchase by Tenant shall be concluded within sixty (60) days of Tenant's receipt of written notice from Landlord and a copy of the Purchase Agreement as agreed to by and between Landlord and the third party Purchaser.

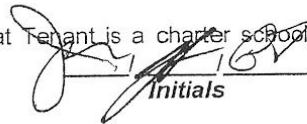
6. Rent.

6.1 Annual Rent/Late Charge. Tenant shall pay to Landlord as an initial annual rent, without deduction or setoff (except as otherwise set forth in this Lease), and without prior notice or demand, the sum of \$293,436.00 (note – this is current rent, actual rent at commencement of term to be negotiated) (plus any increases in the rental rate pursuant to 6.2 hereof). Rent shall be paid in an annual installment of \$293,436 per annum in advance, on the first day of each year commencing on the first day of this Lease, and continuing thereafter during the Term of this Lease and any renewal periods. Rent for any partial month shall be prorated. All rent shall be paid to Landlord at such address as Landlord may designate from time to time in writing. No payment by Tenant or receipt by Landlord of a lesser amount than the annual rent stipulated in this Lease shall be deemed as anything other than a payment on account of the earliest rent then due, nor shall any endorsement or statement on any check or on any letter accompanying any check or payment of rent be deemed an accord and satisfaction. Landlord may accept such check or payment without prejudice to its right to recover the full balance of the rents and to pursue any other remedy in this Lease as otherwise provided by law.

Tenant hereby acknowledges that late payment by Tenant of rents and any other sums due under this Lease will cause Landlord to incur costs not contemplated by this Lease, the exact amount of which will be extremely difficult to ascertain. Such costs include, but are not limited to processing and accounting charges, as well as late charges which may be imposed on Landlord pursuant to the terms of any mortgage or trust deed obtained by Landlord for which the Premises serves as collateral. Accordingly, if any installment of rent or any other sums due from Tenant are not received by Landlord within fifteen (15) days after their due date, then Tenant shall additionally pay to Landlord a late charge equal to four percent (4%) of the overdue amounts. The parties agree that the late charge represents a fair and reasonable estimate of the cost that Landlord will likely incur by reason of a late payment by Tenant. Acceptance of the late charge by Landlord shall in no event constitute a waiver of Tenant's default with respect to the overdue amounts, nor prevent Landlord from exercising any other rights and remedies granted under this Lease or as otherwise provided by law.

6.2 Rent Adjustment. Landlord acknowledges that Tenant is a charter school that receives its primary funding from the local school board (A.S.14.03.260). As such, rental adjustments shall occur in August of each year beginning in August 2013. Such adjustments shall be at the rate of 2% per year based on the prior year's rental rate.

6.3 Termination. Landlord acknowledges that Tenant is a charter school,
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licensed by the State of Alaska, whose operations are subject to continued funding (AS.14.03.260), licensing/contract renewal (A.S. 14.03.275), and the supervision of the Fairbanks North Star Borough School District ("FNSBSD"). As such, in the event that Tenant does not receive full funding from the State/FNSBSD, loses its license to provide charter school services, or is otherwise legally prevented from operating as a charter school, Tenant, at Tenant's discretion, may terminate this Lease at the expiration of the then current school year for which Tenant has received funding in which event this Lease Agreement shall thereafter be without further effect. Notwithstanding the foregoing, Tenant shall at all times remain liable for the performance and/or payment of all financial obligations then owing and for any repairs necessitated by or damages to the Premises associated with Tenant's occupancy of the Premises.

7. Use/Condition.

7.1 Use. Tenant shall not use the Premises for any unlawful or unauthorized purpose nor shall use the Premises in a manner that will constitute waste or nuisance. Tenant shall at all times comply with all applicable laws and rules of local, state, and federal governments and the rules and reasonable regulations of Landlord, as promulgated by Landlord from time to time. Notwithstanding the foregoing, Tenant shall not be responsible for nor be obligated to comply with any law that requires alteration of the Premises unless the alterations are required solely because of Tenant's occupancy of the Premises and/or operations as a school.

Tenant shall not do, bring, or keep anything in or about the Premises that will cause a cancellation of, or premium increase to, any insurance covering the Premises.

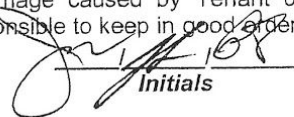
7.2 Condition of the Premises. Based on the fact that Tenant is currently occupying the Premises and has so occupied the premises for the past several years and as such is intimately familiar with the condition of the Premises, Tenant accepts the Premises in its "as is" condition as existing on the date of possession and subject to all applicable zoning, municipal, state and federal laws, ordinances, regulations, and requirements governing and regulating the use of the Premises. Tenant's continued possession of the Premises shall be deemed conclusive evidence that the Premises were in good order and satisfactory condition. There have been no promises made by Landlord to alter, remodel, repair, or improve the Premises and no representations have been made by Landlord to Tenant as to the condition of the Premises.

7.3 Quiet Enjoyment. Landlord represents and warrants that it has title to and sole control over the Premises, and shall ensure that Tenant shall have the full and unimpaired right to quiet enjoyment of the Premises during the Term of this Lease and any renewal period.

8. Maintenance, Repairs and Alterations.

8.1 Landlord's Obligations. Subject to the provisions of Paragraph 12 hereof (Damage or Destruction), and except for damage caused by Tenant or Tenant's employees or invitees, Landlord shall be responsible to keep in good order,

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condition and repair:

- (a) The structural parts of the Building, including the roof, foundation, bearing and exterior walls, floor and sub-floor;
- (b) All unexposed electrical, mechanical, plumbing, and the sewage systems for the Building, including those portions of the sewage systems lying outside the Building;

8.2 Tenant's Obligations. Subject to the provisions of Article 8.1 and Article 12, Tenant, at Tenant's expense, shall be responsible to keep in good order, condition, and repair the interior of the Building under Tenant's control, including all fixtures, floors and floor coverings, interior walls and wall coverings (including painted coverings), ceilings, windows, doors, door and window frames, light bulbs (including replacement of fluorescent bulbs), plate glass, and exposed plumbing, mechanical, and electrical components located within the Building, and any safety or emergency back-up equipment (e.g., fire extinguishers) (but excluding sprinklers or other fire suppression systems, which shall be Landlord's responsibility to maintain). Tenant shall not be responsible for damage to the Building if the damage results solely from acts or omissions of Landlord and/or its authorized representatives, or from Landlord's failure to perform its obligations under this Lease.

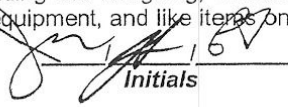
Tenant shall be solely responsible for all snow removal, including from the parking areas, driveways, and the access paths and walkways. Additionally, Tenant shall be solely responsible for providing regular janitorial and maintenance services and shall at all times keep the Premises in a clean, sanitary, and safe condition in accordance with all directions, rules, and regulations of any health officers, building inspectors, or other proper officers of the governmental agencies having jurisdiction thereof, and shall dispose of all trash and waste materials in a proper manner and consistent with rules and regulations of Landlord.

8.3 Surrender. On the last day of the Lease Term or any renewal period, or on any sooner termination, Tenant shall surrender the Premises to Landlord in good condition, broom clean, ordinary wear and tear excepted. Tenant shall repair any damage to the Premises occasioned by Tenant's use or resulting from the removal of Tenant's trade fixtures, furnishings, and equipment pursuant to Article 8.4, which repair shall include the patching and filling of holes, repainting and the repair of all structural damage.

8.4 Alterations and Additions.

(a) Tenant shall not, without Landlord's prior written consent, which consent shall not be unreasonably withheld, make any alterations, improvements, or additions, in, on, or about the Premises (except for nonstructural alterations that in the aggregate do not exceed (\$2,500.00)). As a condition to giving such consent, Landlord may require: (1) that Tenant use a contractor selected or approved by Landlord; and, (2) that Tenant remove any such alterations, improvements, or additions at the expiration of the Lease Term or renewal period and thereafter restore the Premises to its prior condition. Notwithstanding the foregoing, Tenant shall have the right to install a skating rink, playground equipment, and like items on

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the grounds of the Premises without written consent of the Landlord. However, in the event that Tenant installs such items, Tenant shall be solely responsible to ensure that the items are installed properly and at all times maintained properly and Tenant shall be solely responsible for any and all liability arising from all risks in any way associated with such items. Tenant herewith specifically releases Landlord from any responsibility and liability in any way associated with such items so installed and agrees to defend, indemnify, and hold Landlord harmless against suits or claims that are based on Tenant's or Tenant's Representatives and/ or Tenant's agent(s) acts or failure to act in regard to such items.

(b) Before commencing any work relating to alterations, improvements, or additions affecting the Premises, Tenant shall notify Landlord in writing of the expected date of commencement, and Landlord then shall have the right at any time and from time to time to post and maintain on the Premises such notices as Landlord reasonably deems necessary to protect the Premises and Landlord from mechanic's and materialmen's liens, or any other liens. Tenant shall at all times be solely responsible to pay, when due, all claims for labor or materials furnished to or for Tenant at or for use in the Premises, or, in the event Tenant wishes to contest any disputed amount, Tenant shall protect Landlord by posting a bond or by otherwise taking whatever action is necessary to ensure that no lien attaches to the Premises. Tenant shall not permit any mechanic or materialmen liens to be levied against the Premises for any labor or material furnished to Tenant or claimed to have been furnished to Tenant or to Tenant's agents or contractors in connection with work of any character performed or claimed to have been performed on the Premises by or at Tenant's direction.

(c) Unless Landlord requires their removal as set forth in Article 8.4(a), all alterations, improvements, or additions made on the Premises during the Term of this Lease or any renewal period shall automatically become the property of Landlord and shall remain upon and be surrendered with the Premises at the expiration of the Lease Term or renewal period. Notwithstanding the provisions of this Article 8.4(c), Tenant's machinery, equipment, and trade fixtures, other than that which is affixed to the Premises and/or integrated into the Building's structure or mechanical system(s) so that such cannot reasonably be removed without material damage to the Premises or Building's systems, shall remain the property of Tenant and may be removed by Tenant subject to the provisions of Article 8.3 and all other provisions of this Lease.

9. Utilities/Taxes. Tenant shall be responsible to arrange in its name and to pay for all utilities (including, but not limited to, telephone, electricity, fuel) furnished to the Premises. Additionally, Tenant shall be responsible for the payment of any personal property taxes relating to any of Tenant's property located on the Premises. Landlord shall be responsible for the payment of real property taxes on the Premises.

10. Janitorial Service. Tenant shall be solely responsible to arrange and pay for regular janitorial and maintenance services for the Premises.

11. Insurance.

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11.1 Liability Insurance; Indemnity. Tenant shall obtain and keep in full force and effect during the Term of this Lease and any renewal period an "occurrence based" (and not a "claims-made") policy of comprehensive public liability insurance, insuring Tenant, and naming Landlord as an additional insured, against any liability arising out of the use, occupancy, or maintenance of the Premises and all appurtenant areas. Such insurance shall be in an amount of not less than Three Million Dollars (\$3,000,000.00) for injury, death or property damage. The limits of the insurance shall not limit the liability of Tenant to Landlord under this Lease or limit Tenant's liability to any third party.

11.2 Property Insurance. Tenant shall, at its sole expense, obtain and keep in force during the term of this Lease a policy or policies of insurance covering loss or damage to Tenant's fixtures, equipment, office supplies, and all other personal property of Tenant and its employees, agents and invitees, including glass insurance.

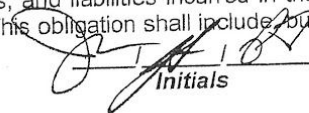
11.3 Insurance Policies. Tenant shall deliver to Landlord copies of all policies of insurance or certificates evidencing the existence and amounts of insurance with loss payable clauses. Tenant shall, within thirty (30) days prior to the expiration of such policies, furnish Landlord with renewals. In the event Tenant fails to provide proof of insurance, Landlord may order such insurance and charge the cost to Tenant, which amount shall be payable by Tenant immediately upon demand. Tenant shall not do or permit to be done anything that would invalidate the insurance policies referred to in this Article 11.

11.4 Landlord's Insurance. Landlord shall maintain its own "all risk" property insurance on Landlord's improvements on the Premises, including the Building.

11.5 Waiver of Subrogation. Tenant and Landlord each waive any and all rights of recovery against the other, or against the officers, employees, agents, and representatives of the other, for loss of or damage to such waiving party or its property or the property of others under its control, to the extent that such loss or damage is insured against under any insurance policy required to be in force at the time of such loss or damage, and to the extent such loss or damage is actually covered by policies of insurance. Tenant and Landlord shall, upon obtaining the required policies of insurance, give notice to their insurance carriers of the foregoing mutual waiver of subrogation.

11.6 Tenant's Hold Harmless. Tenant shall indemnify, defend, and hold Landlord and its officers, directors, shareholders, employees, agents, and all other representatives harmless from any and all claims arising from Tenant's breach of any provisions of this Lease, Tenant's use and/or possession of the Premises, or from the conduct of its business, or from any activity, work, or things which may be permitted or suffered by Tenant in or about the Premises. Tenant shall further indemnify, defend and hold Landlord harmless from and against any and all claims arising from any breach or default in the performance of any obligation on Tenant's part to be performed under the provisions of this Lease or arising from any negligence of Tenant or any of Tenant's agents, contractors, employees, or invitees, and from any and all costs, attorney's fees, expenses, and liabilities incurred in the defense of any such claims, actions or proceedings. This obligation shall include, but

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not be limited to, the burden and expense of defending all claims, suits, and administrative proceedings (with counsel reasonably approved by Landlord) (even if such claims, suits, or proceedings are groundless, false, or fraudulent), the conducting of all negotiations of any description, and the paying and discharging, when and as the same become due, any and all judgments, penalties, or other sums due against the indemnified parties. The obligations of Tenant in this paragraph shall survive the expiration or termination of this Lease and any renewal period, the discharge of all other obligations owed by the parties to each other, and any transfer of title to the Premises (whether by sale, foreclosure, deed in lieu of foreclosure, or otherwise).

11.7 Landlord's Hold Harmless. Landlord shall indemnify, defend, and hold Tenant and its officers, directors, shareholders, employees, agents, and other representatives harmless from any and all claims arising from Landlord's breach of any provision of this Lease applicable to Landlord or from any activity or work performed by Landlord in or about the Premises during the term of this Lease, and shall further indemnify, defend and hold Tenant harmless from and against any and all claims arising from any breach or default in the performance of any obligation on Landlord's part to be performed under the provisions of this Lease or arising from any negligence or any acts or omissions of Landlord or any of its agents, contractors, employees, or invitees, and from any and all costs, attorney's fees, expenses, and liabilities incurred in the defense of any such claims or any actions or proceedings. This obligation shall include, but not be limited to, the burden and expense of defending all claims, suits, and administrative proceedings (with counsel reasonably approved by the indemnified parties) (even if such claims, suits, or proceedings are groundless, false or fraudulent), and the conducting of all negotiations of any description, and the paying and discharging, when and as the same become due, any and all judgments, penalties, or other sums due against the indemnified parties. The obligations of Landlord in this paragraph shall survive the expiration or termination of this Lease, the discharge of all other obligations owed by the parties to each other, and any transfer of title to the Premises (whether by sale, foreclosure, deed in lieu of foreclosure, or otherwise).

11.8 Exemption of Landlord from Liability. Notwithstanding the provisions of Paragraph 11.7 above, Tenant hereby agrees that Landlord shall not be liable for injury or loss to Tenant's business or for any loss of income (including business interruption) or for any damage to the property of Tenant or to that of Tenant's employees, invitees, customers, or any other person in or about the Premises, regardless of whether such damage or injury is caused by or results from fire, storm, electrical outages, water leakage, rain or from any acts of God, or from the breakage, leakage, obstruction, or from any defects with the pipes, sprinklers, wires, appliances, plumbing, air conditioning, or lighting fixtures in the Building breaking or being out of repair, or from any other cause, whether the damage or injury results from conditions arising upon the Premises including the Building, or from other sources or places.

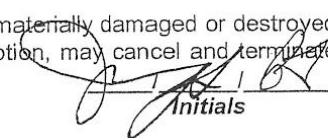
12. Damage or Destruction.

12.1 Option to Terminate. If the Building is materially damaged or destroyed during the term of this Lease, either party, at its option, may cancel and terminate

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this Lease by giving thirty (30) days written notice to the other party within thirty (30) days after the date of the occurrence of such damage. Material damage is defined as damage which renders in excess of 20% of the Building's net usable square footage untenable and that would reasonably require more than ninety (90) days to restore.

12.2 Abatement of Rent. If the Premises are partially but not materially damaged or destroyed and Landlord undertakes to repair or restore the Premises, the rent payable for the period during which such repair or restoration continues shall be abated in reasonable proportion to the degree to which the damage bears to the entire Premises. If damage to the Premises is such as to cause Tenant to involuntarily cease operations for more than seven (7) consecutive days, rent payable during the period of cessation shall be abated. Tenant shall make good faith efforts to attempt to maintain reasonable operations during the period of repair or restoration, to the extent that such operation does not pose a risk to students or staff. Landlord shall have a reasonable period of time under the circumstances to complete repairs.

13. Assignment and Subletting.

13.1 Landlord's Consent Required. Tenant shall not voluntarily or by operation of law assign, transfer, or sublet all or any part of Tenant's interest in this Lease or in the Premises without Landlord's prior written consent, which shall not be unreasonably withheld. Any attempted assignment, transfer, or subletting without Landlord's prior written consent shall be void and shall constitute a breach of this Lease.

13.2 No Release of Tenant. Regardless of Landlord's consent to an assignment or subletting, no subletting or assignment shall release Tenant from Tenant's obligation to pay the rents and to perform all other obligations to be performed by Tenant during the full Term of this Lease and any renewal period. The acceptance of rent by Landlord from any other persons shall not be deemed to be a waiver by Landlord of any of Tenant's obligations under this Lease. Moreover, Landlord's consent to one assignment or subletting shall not be deemed as consent to any subsequent assignment or subletting.

All sublease or assignment instruments shall include language whereby the sublessee or the assignee expressly assumes and agrees to pay the obligations of Tenant under this Lease. Any sublease and/or assignment instrument shall provide that the sublease or assignment is subject to all of the terms, covenants, and conditions of this Lease. No sublease or assignment shall release or diminish Tenant's obligation to perform under this Lease and Tenant shall, at all times, remain liable as if no sublease or assignment were made. Tenant and any assignee/sublessee shall be jointly and severally liable for all lease obligations. Neither this paragraph nor any payment of rents by such assignee/sublessee shall be deemed as constituting Landlord's approval of any such assignment/sublease.

14. Defaults; Remedies.

14.1 Default by landlord. Landlord shall not be in default unless Landlord fails to perform those obligations required of Landlord under the terms of this Lease

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within a reasonable time, but in no event later than thirty (30) days after Tenant's written notice to Landlord specifying how Landlord has failed to perform such obligation; provided, however, that if the nature of Landlord's obligation is such that more than thirty (30) days are required for performance, then Landlord shall not be in default if Landlord commences performance within the thirty (30) day period and thereafter diligently pursues performance to completion.

14.2 Default By Tenant. The occurrence of anyone or more of the following events shall constitute a default and breach of this Lease by Tenant:

(a) The vacating or abandonment of the Premises by Tenant for a period of more than five (5) consecutive days.

(b) The failure by Tenant to make any payment of rent as and when due.


(c) The failure by Tenant to make any other payment required to be made by Tenant pursuant to the terms of this Lease, as and when due, where such failure shall continue for a period of ten (10) days after written notice from landlord to Tenant.

(d) The failure by Tenant to observe or perform any of the material covenants, conditions, or provisions of this Lease other than described in Article 14.2(b) or (c), where such failure shall continue for a period of thirty (30) days after written notice from Landlord to Tenant; provided, however, that if the nature of Tenant's default (other than the payment of rent and other monies owed) is such that more than thirty (30) days are reasonably required for its cure, then Tenant shall not be deemed to be in default if Tenant commences the cure within the thirty (30) day period and thereafter diligently pursues the cure to completion.

14.3 Remedies in Default. In the event of any default or breach by Tenant not cured by Tenant within the applicable time frame otherwise set forth herein, landlord may at any time thereafter, with notice to Tenant but without limiting Landlord in the exercise of any right or remedy that Landlord may have by reason of the default or breach, pursue one or more of the following remedies:

(a) Terminate Tenant's right to possession of the Premises by lawful means, in which case this Lease shall terminate and Tenant shall surrender possession of the Premises to Landlord within thirty (30) days of receipt of Landlord's written notice. No judicial action shall be necessary to terminate this Lease. In such event, Landlord shall be entitled to recover from Tenant all damages reasonably incurred by Landlord by reason of Tenant's default, including but not limited to the cost of recovering possession of the Premises; reasonable expenses of reletting and any real estate commission actually paid; and the worth at the time of award by the court having jurisdiction of the amount by which the unpaid rent for the balance of the Lease Term, after the time of such award, exceeds the amount of rental loss for the same period that Tenant proves could be reasonably avoided. Landlord shall take all reasonable steps to ensure that any such costs or damages are mitigated to the full extent possible.

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(b) Maintain Tenant's right to possession, in which case this Lease shall continue in effect, whether or not Tenant has abandoned the Premises. In such event, Landlord shall be entitled to enforce all of Landlord's rights and remedies under this Lease, including the right to recover rents as they become due and the right to recover reasonable attorney's fees incurred by Landlord. During the period Tenant is in default, Landlord may enter the Premises and relet the Premises, or any part thereof, to third parties for Tenant's account. Tenant shall be liable immediately to Landlord for all reasonable costs Landlord incurs in reletting the Premises, including, without limitation, brokers' commissions, advertising expenses, and like costs. Reletting may be for a period shorter or longer than the remaining term of this Lease. Tenant shall pay to Landlord the rents due under this Lease on the dates the rents are due, less the rent Landlord receives from reletting. No act by Landlord allowed by this paragraph shall terminate this Lease unless Landlord notifies Tenant in writing that Landlord elects to terminate this Lease. After Tenant's default, and for as long as Landlord does not terminate Tenant's right to possession of the Premises, if Tenant obtains Landlord's consent, Tenant shall have the right to assign or sublet its interest in this Lease, but Tenant shall not be relieved from liability under this Lease.

(c) In addition to the right to pursue the remedies set forth in either (a) or (b) above, Landlord shall additionally be entitled to pursue any other remedy now or hereafter available to Landlord under the laws or judicial decisions of Alaska, and be entitled to recover reasonable attorney's fees incurred in connection with any such remedy.

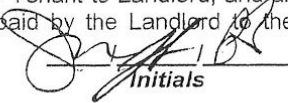
Additionally, Tenant agrees that within thirty (30) days of termination of this Lease or repossession of the Premises by Landlord without termination, whichever first occurs, by way of default or otherwise, Tenant shall remove all personal property for which it has the right to ownership. Any and all such personal property of Tenant not removed from the Premises within the thirty-day period shall irrevocably become the sole property of Landlord. Tenant waives all rights to all common law and statutory claims and causes of action that it may have against Landlord subsequent to the thirty-day period as regards the storage, destruction, and damage, loss of use and ownership of the personal property affected by the terms of this paragraph. Tenant acknowledges Landlord's need to relet the Premises upon termination of this Lease or repossession of the Premises, and understands that the forfeitures and waivers provided herein are necessary to aid Landlord in that reletting.

15. Condemnation. If a material portion of the Premises is taken or condemned for a public or quasi-public use, Landlord shall have the option to terminate this Lease no later than thirty (30) days after the condemned real estate vests in the condemnor, with thirty (30) days' notice to Tenant. If a material portion of the Premises is taken or condemned for a public or quasi-public use and the nature and extent of the taking or condemnation are such that Tenant's business cannot be continued in a reasonable fashion, then this Lease shall terminate upon Tenant's written notice of its election to terminate this Lease given within thirty (30) days after the condemnor takes possession of the condemned real estate. All rent due as of the termination date shall be apportioned and paid in full by Tenant to Landlord, and all rent prepaid for periods beyond that date shall be repaid by the Landlord to the

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Tenant.

16. Quiet Enjoyment. Landlord represents and warrants that Landlord has good title to the Premises, that Landlord has the right to lease the Premises to Tenant, and that Tenant shall have the exclusive right to quiet enjoyment of the Premises during the lease term and any renewal period, so long as Tenant is not in default under the Lease. Landlord or Landlord's successor-in-interest to the Premises and Lease shall defend and indemnify Tenant from and against any claims of a superior right of possession of the Premises. If because of a breach of quiet enjoyment Tenant is involuntarily required to cease operations, Tenant's rent obligation shall be abated during the period of cessation.

17. Building's Compliance With Law. Landlord (unless due to damage caused by Tenant or Tenant's agents, invitees, and the like) shall be responsible for maintaining the structure of the Building and the sprinkler/fire suppression system in compliance with all governmental health, building, fire, and safety codes. Tenant shall be responsible, at its sole cost, for maintaining the Premises and the Building (except for the Building's structure which shall be Landlord's responsibility) in compliance with all governmental health, building, fire, and safety codes. Should Tenant fail to perform its obligation under this Paragraph, Landlord may, but is not required (after fifteen (15) days written notice to Tenant), to perform the obligation on behalf of Tenant and charge the expense to or against Tenant.

18. Signs. Tenant shall be responsible to arrange and pay for its signage on the Premises. There is no limit to the size, type, or number of signs Tenant may post upon the Building/Premises, except that such signs must comply with applicable building/safety codes and/or zoning laws and must not physically damage the Building.

19. Rights Reserved to Landlord. Landlord reserves the following rights:

(a) During the last sixty (60) days of the Term of this Lease or any renewal period, Landlord reserves the right to show the Premises to prospective tenants, to decorate, remodel, repair, alter, or otherwise prepare the Premises for re-occupancy, all without affecting Tenant's obligation to pay rent for the Premises. Notwithstanding the foregoing, Landlord shall not materially disrupt Tenant's operations during this period, and shall take reasonably necessary steps to avoid or minimize such disruption.

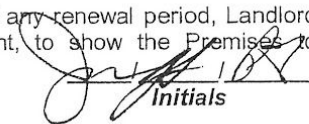
(b) Landlord reserves the right to constantly have passkeys to the Premises, and at any time in the event of an emergency and otherwise at reasonable times upon 24 hour notice, to take any and all measures, including inspections, repairs, alterations, additions, and improvements to the Premises, as may be necessary or desirable for the safety, protection or preservation of the Premises, or as may be necessary or desirable in the operation or improvement of the Premises in order to comply with all laws, orders, and requirements of governmental or other authority.

(c) At any time during the Lease Term and any renewal period, Landlord reserves the right, upon 24-hours' notice to Tenant, to show the Premises to

Lease Agreement

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prospective purchasers.

20. General Provisions.

20.1 Estoppel Certification.

(a) Tenant shall at any time, upon not less than ten (10) days written notice from Landlord, execute, acknowledge, and deliver to Landlord a statement in writing: (i) certifying that this Lease is unmodified and in full force and effect (or, if modified, stating the nature of such modification and certifying that this Lease, as so modified, is in full force and effect) and the date to which the rent and other charges are paid in advance, if any; and (ii) acknowledging that there are not, to Tenant's knowledge, any uncured defaults on the part of Landlord, or specifying such defaults, if any, which are claimed. Any such statement may be conclusively relied upon by any prospective purchaser or encumbrancer of the Premises.

(b) Tenant's failure to deliver the Estoppel Certification within the required time shall be conclusive as to Tenant (for the purpose it was sought): (i) that this Lease is in full force and effect, without modification except as may be represented by Landlord; (ii) that there are no uncured defaults in Landlord's performance; and (iii) that not more than one (1) month's rent has been paid in advance.

(c) Landlord shall at any time, upon not less than ten (10) days written request from Tenant, execute, acknowledge and deliver to Tenant a statement in writing: (i) certifying that this Lease is unmodified and in full force and effect (or, if modified, stating the nature of such modification and certifying that this Lease, as so modified, is in full force and effect) and the date to which the rent, security deposit, and other charges are paid in advance, if any; and (ii) acknowledging that there are not, to Landlord's knowledge, any uncured defaults on the part of Tenant, or specifying such defaults, if any, which are claimed.

(d) Landlord's failure to deliver the statement within the required time shall be conclusive upon Landlord (for the purpose it was sought): (i) that this Lease is in full force and effect, without modification except as may be represented by Tenant; (ii) that there are no uncured defaults in Tenant's performance; and (iii) that not more than one (1) month's rent has been paid in advance.

20.2 Subordination.

(a) This Lease, at Landlord's option, shall be subordinate to any mortgage, deed of trust, or any other hypothecation for security now or hereafter placed upon the Premises and to any and all advances made on such security and to all renewals, modifications, consolidations, replacements, and extensions of such security. Notwithstanding such subordination, Tenant's right to quiet possession of the Premises shall not be disturbed if Tenant is not in default and so long as Tenant shall pay the rent and observe and perform all provisions of this Lease, unless this Lease is otherwise terminated pursuant to its terms.

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Handwritten signature and initials, likely representing the Landlord, with the word "Initials" written below the signature.

(b) Tenant agrees to execute any documents required to effectuate the subordination, and failing to do so within ten (10) days after written demand, does hereby make, constitute and irrevocably appoint Landlord as Tenant's attorney-in-fact and in Tenant's name, place and stead, to do so.

20.3 Landlord's Interests. In the event of any sale or transfer of Landlord's title or interest in the Premises or this Lease, Landlord (and in case of any subsequent transfers, the then-grantor) shall be relieved from, after the date of such transfer, all liability in respect to Landlord's obligations thereafter to be performed under the Lease, provided that any funds in the hands of Landlord, or the then grantor at the time of such transfer, in which Tenant has an interest, shall be delivered to the Tenant. The obligations contained in this Lease to be performed by the Landlord shall be binding on Landlord's successors and assigns during their respective periods of ownership.

20.4 Landlord's Access. Landlord and Landlord's agents shall have the right to enter the Premises at reasonable times for the purpose of inspection, showing the Premises to prospective purchasers, tenants, or lenders and making such alterations, repairs, improvements, or additions to the Premises or to the Building as Landlord may deem necessary or desirable. Except in the case of an emergency, Landlord shall give Tenant reasonable notice of entry of not less than 24 hours and shall be accompanied by Tenant's representative during the entry.

20.5 Notices. Whenever under this Lease a provision is made for any demand, notice, or declaration of any kind, or where it is deemed desirable or necessary by either party to give or serve any notice, demand, or declaration on the other party, it shall be in writing and served either personally or sent by United States Mail, postage prepaid, addressed as set forth below the signatures on the last page of this Lease, or by facsimile as similarly set forth.

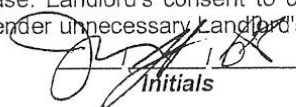
20.6 Interest on Past-Due Obligations. Except as expressly provided, any amount not paid to Landlord when due, shall bear interest at the rate of eight percent (8%) per annum from the due date. Payment of interest shall not excuse or cure any default by Tenant under this Lease. Notwithstanding the foregoing, the interest rate shall be limited to that rate allowable by relevant usury laws, if any.

20.7 Incorporation of Prior Agreement; Amendments. This Lease contains the entirety of all agreements between the parties with respect to this Lease and any matter mentioned in this Lease. No prior agreement or understanding pertaining to any such matter shall be effective. This Lease may be modified in writing only, signed by the parties in interest at the time of the modification.

20.8 Severability. The invalidity of any provision of this Lease, as determined by a court of competent jurisdiction, shall in no way affect the validity of any other provisions of this Lease, all of which shall remain in full force and effect.

20.9 Waivers. No waiver by Landlord of any provision of this Lease shall be deemed a waiver of any other Lease provision or of any subsequent breach by Tenant of the same or any other provision of this Lease. Landlord's consent to or approval of any act by Tenant shall not be deemed to render unnecessary Landlord's

Lease Agreement
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Initials

consent to or approval of any subsequent act by Tenant. Acceptance of rent by Landlord shall not constitute a waiver of any preceding breach by Tenant of any provision of this Lease, other than failure of Tenant to pay the particular rent so accepted, regardless of Landlord's knowledge of any preceding breach at the time of acceptance of such rent.

20.10 Recording. Tenant shall not record this Lease, however, at Tenant's request a Memorandum of Lease may be recorded.

20.11 Holding Over. Tenant shall have no right to occupy the Premises after the termination or expiration of this Lease unless with Landlord's express written permission which permission is subject to Landlord's sole discretion. If, however, Tenant remains in possession of the Premises or any part of the Premises after the expiration of this Lease or any renewal period, with or without the express written consent of Landlord, such occupancy shall be on a month-to-month tenancy upon the terms of this Lease as would be applicable to a month-to-month tenancy under Alaska law.

20.12 Cumulative Remedies. No remedy or election of remedy under this Lease shall be deemed exclusive, but shall, wherever possible, be cumulative with all other remedies at law or in equity.

20.13 Covenants and Conditions. Each provision of this Lease performable by Tenant or Landlord shall be deemed both a covenant and a condition.

20.14 Binding Effect; Choice of Law. Subject to any provision restricting assignment or subletting by Tenant, this Lease shall bind the parties, their personal representatives, successors and assigns. This Lease shall be governed by the laws of Alaska.

20.15 Merger. The voluntary or other surrender of this Lease by Tenant, or a mutual cancellation thereof, shall not work a merger, and shall, at the option of Landlord, either serve to terminate all or any existing subtenancies or may, at the sole option of the Landlord, operate as an assignment to Landlord of any or all such subtenancies.

20.16 Additional Documents. The parties agree to execute such other documentation as may be reasonably necessary to effectuate the intent of this Lease.

20.17 Time of the Essence. The parties agree that time is of the essence regarding the provisions of this Agreement.

20.18 Captions. Headings and captions used herein are provided solely for the convenience of the parties and do not define, enhance, limit, or otherwise clarify the nature, extent, or scope of any provision(s) of this Lease.

Lease Agreement
Chinook Montessori Charter School
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A handwritten signature and the word "Initials" written below it.

LANDLORD:

AIRPORT EQUIPMENT RENTALS, INC.

By: [Signature]
Jerry Sadler
Its: President

Date: 6/5/2012

P.O. Box 72578
Fairbanks, Alaska 99707

FETS, LLC

By: [Signature]
Jeff Barney
Its: Authorized Member

Date: 6-5-12

P.O. Box 85272
Fairbanks, Alaska 99708

TENANT:

THE CHINOOK MONTESSORI CHARTER SCHOOL, INC.

By: [Signature]
Its: Head Teacher

Date: 6/5/12

1318 Polar Drive
Fairbanks, Alaska 99712

*This 5th Day of June, 2012 Paul Dion Fortes
personally appeared & signed this document
before me a Notary Public in the State of Alaska
Linda A. Kirschner
My Commission Expires 9/2/13*



Lease Agreement
Chinook Montessori Charter School
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[Signature]
Initials

EXHIBIT A
LEGAL DESCRIPTION

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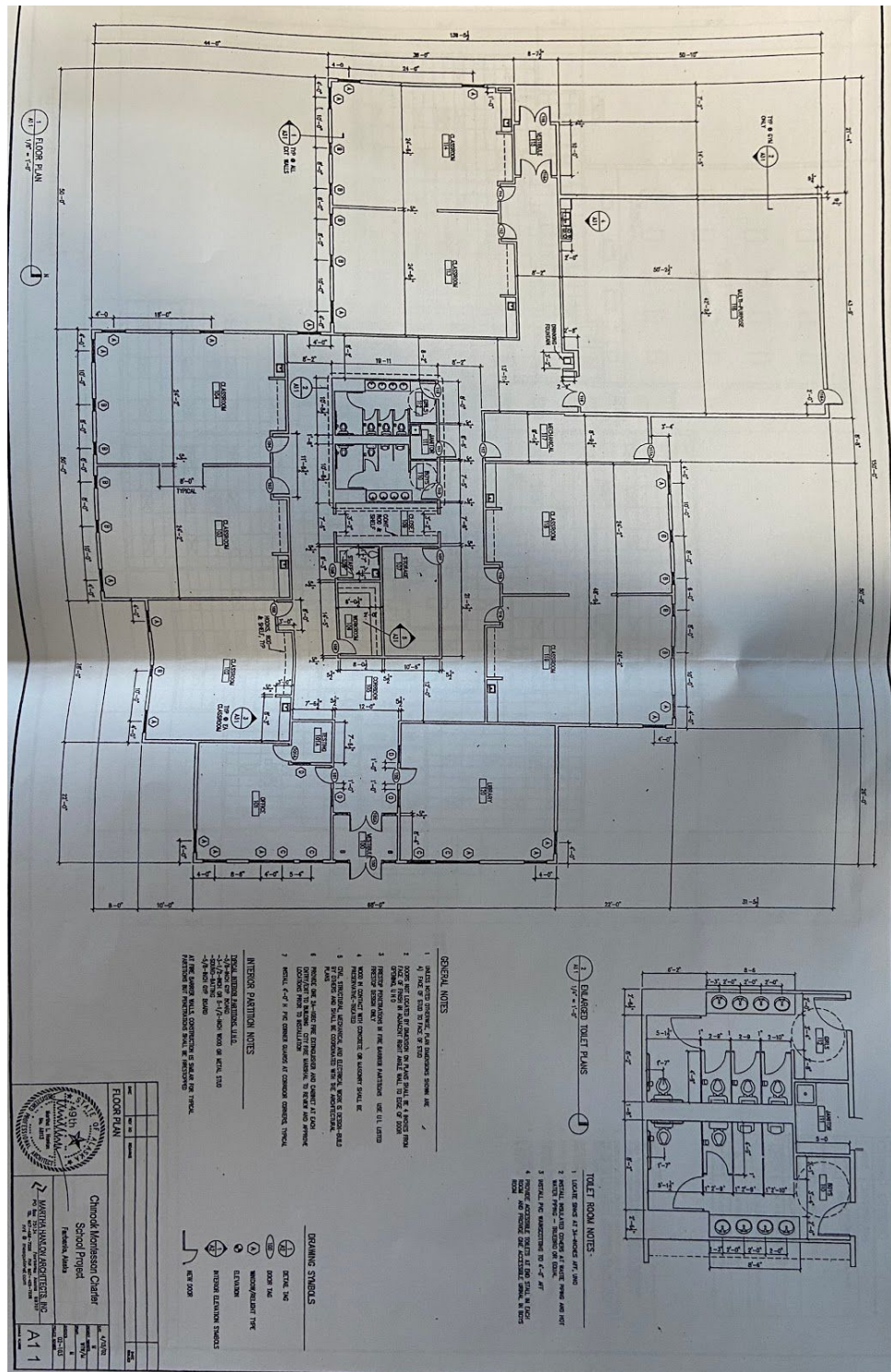
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EXHIBIT B
BUILDING PLANS

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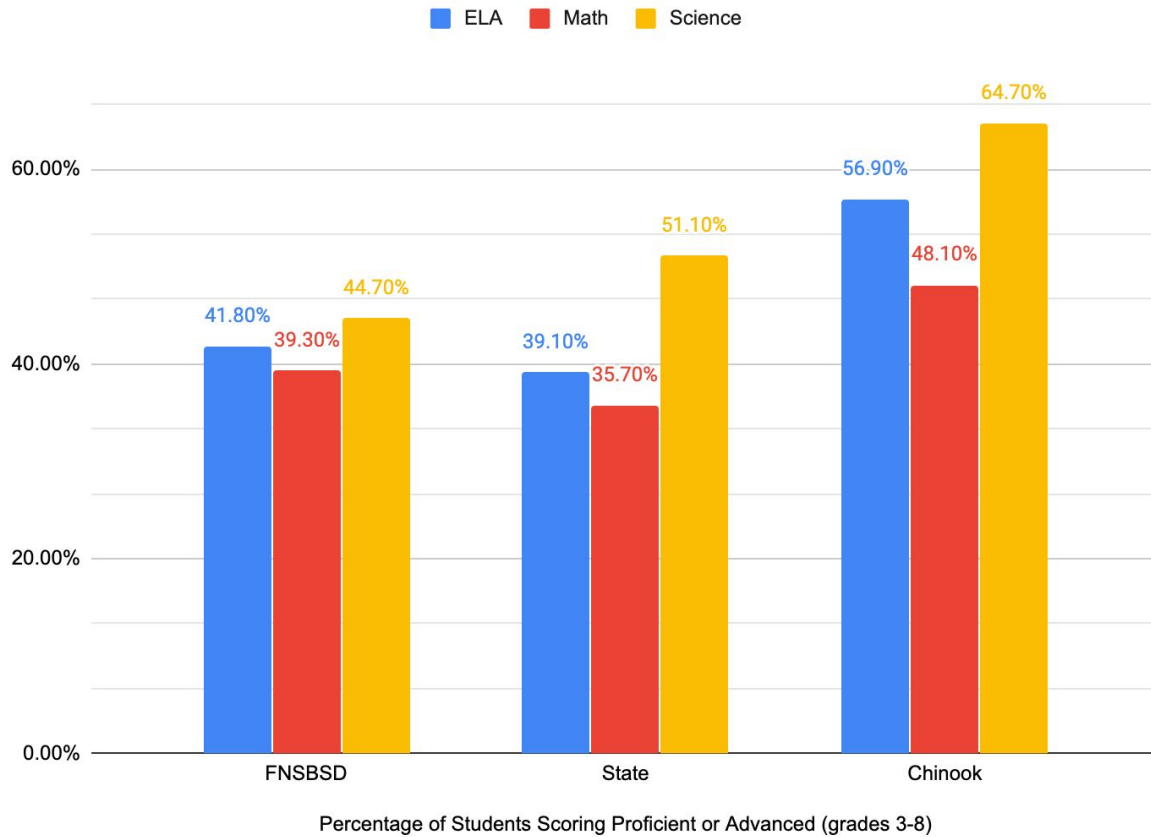
Appendix M: Building Plans



Appendix N: State Assessment Data

2018-2019 State Assessment Data

2019 PEAKS Results



Disaggregated 2019 PEAKS Results
(from <https://education.alaska.gov/>)
English Language Arts (2019)

English Language Arts

Compare with district and state

All Grades **3** 4 5 6 7 8

	Advanced		Proficient		Below Proficient		Far Below Proficient			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested
All Students	20	19.42%	38	36.89%	26	25.24%	19	18.45%	103	100.00%
Female	14	26.92%	18	34.62%	12	23.08%	8	15.38%	52	100.00%
Male	6	11.76%	20	39.22%	14	27.45%	11	21.57%	51	100.00%
African American	*	*	*	*	*	*	*	*	3	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	2	100.00%
Caucasian	19	24.68%	30	38.96%	15	19.48%	13	16.88%	77	100.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Two or More Races	1	5.56%	6	33.33%	6	33.33%	5	27.78%	18	100.00%
Economically Disadvantaged	1	12.50%	2	25.00%	3	37.50%	2	25.00%	8	100.00%
Not Economically Disadvantaged	19	20.00%	36	37.89%	23	24.21%	17	17.89%	95	100.00%
Disabled With Accommodations	0	0.00%	1	7.14%	3	21.43%	10	71.43%	14	100.00%
Students With Disabilities	0	0.00%	1	6.25%	4	25.00%	11	68.75%	16	100.00%
Students Without Disabilities	20	22.99%	37	42.53%	22	25.29%	8	9.20%	87	100.00%
Not Limited English Proficient	20	19.42%	38	36.89%	26	25.24%	19	18.45%	103	100.00%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%
Not Migrant Students	20	19.61%	38	37.25%	25	24.51%	19	18.63%	102	100.00%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	4	100.00%
Not Active Duty Parent/Guardian	20	20.20%	35	35.35%	26	26.26%	18	18.18%	99	100.00%
Not Homeless	20	19.42%	38	36.89%	26	25.24%	19	18.45%	103	100.00%
Not Foster Care	20	19.42%	38	36.89%	26	25.24%	19	18.45%	103	100.00%

Disaggregated 2019 PEAKS Results
(from <https://education.alaska.gov/>)
Math (2019)

Math

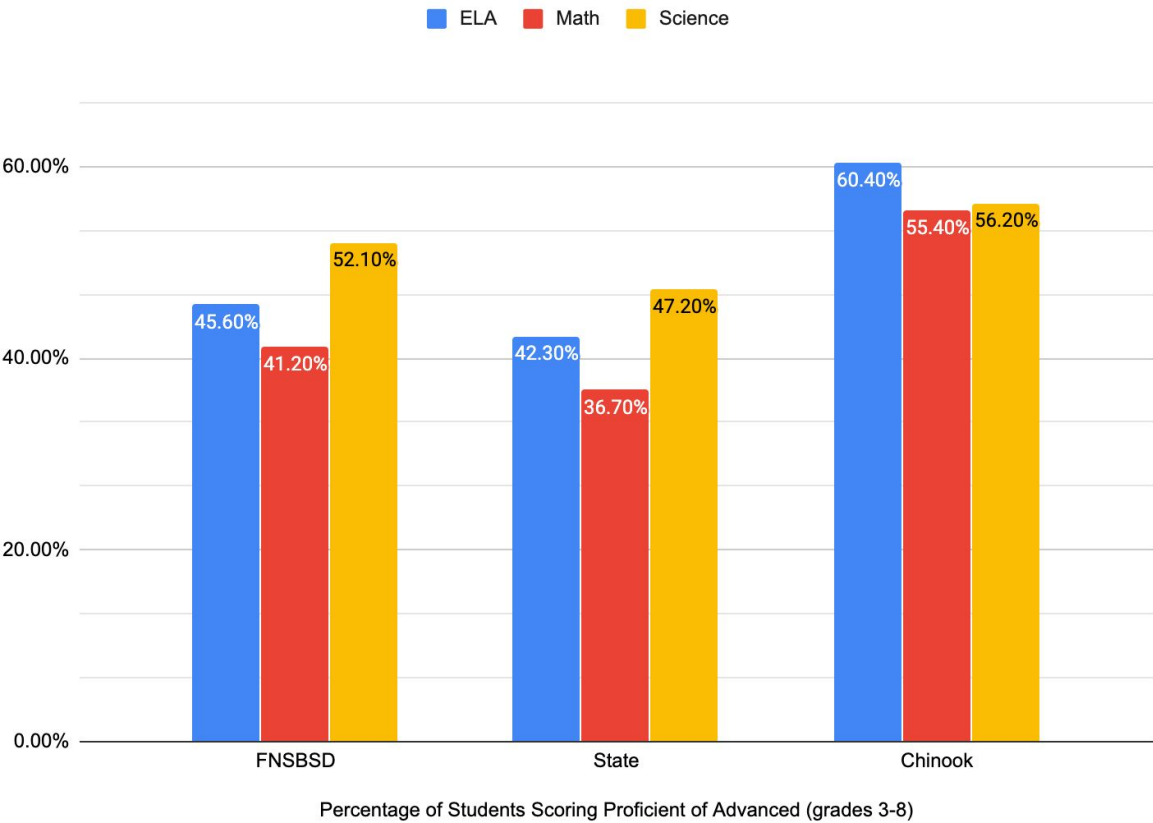
Compare with district and state

All Grades **3** 4 5 6 7 8

	Advanced		Proficient		Below Proficient		Far Below Proficient			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested
All Students	16	15.53%	33	32.04%	43	41.75%	11	10.68%	103	100.00%
Female	8	15.38%	20	38.46%	17	32.69%	7	13.46%	52	100.00%
Male	8	15.69%	13	25.49%	26	50.98%	4	7.84%	51	100.00%
African American	*	*	*	*	*	*	*	*	3	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	2	100.00%
Caucasian	15	19.48%	26	33.77%	27	35.06%	9	11.69%	77	100.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Two or More Races	1	5.56%	5	27.78%	10	55.56%	2	11.11%	18	100.00%
Economically Disadvantaged	1	12.50%	2	25.00%	4	50.00%	1	12.50%	8	100.00%
Not Economically Disadvantaged	15	15.79%	31	32.63%	39	41.05%	10	10.53%	95	100.00%
Disabled With Accommodations	0	0.00%	1	7.14%	6	42.86%	7	50.00%	14	100.00%
Students With Disabilities	0	0.00%	1	6.25%	7	43.75%	8	50.00%	16	100.00%
Students Without Disabilities	16	18.39%	32	36.78%	36	41.38%	3	3.45%	87	100.00%
Not Limited English Proficient	16	15.53%	33	32.04%	43	41.75%	11	10.68%	103	100.00%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%
Not Migrant Students	16	15.69%	32	31.37%	43	42.16%	11	10.78%	102	100.00%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	4	100.00%
Not Active Duty Parent/Guardian	16	16.16%	31	31.31%	42	42.42%	10	10.10%	99	100.00%
Not Homeless	16	15.53%	33	32.04%	43	41.75%	11	10.68%	103	100.00%
Not Foster Care	16	15.53%	33	32.04%	43	41.75%	11	10.68%	103	100.00%

2017-2018 State Assessment Data

2018 PEAK Results



Disaggregated 2018 PEAKS Results
(from <https://education.alaska.gov/>)
Math (2018)

Math

Compare with district and state

All Grades 3 4 5 6 7 8

	Advanced		Proficient		Below Proficient		Far Below Proficient			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested
All Students	8	7.92%	48	47.52%	33	32.67%	12	11.88%	101	97.12%
Female	3	5.88%	24	47.06%	17	33.33%	7	13.73%	51	98.08%
Male	5	10.00%	24	48.00%	16	32.00%	5	10.00%	50	96.15%
African American	*	*	*	*	*	*	*	*	2	66.67%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	2	100.00%
Caucasian	8	10.67%	35	46.67%	24	32.00%	8	10.67%	75	97.40%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Two or More Races	0	0.00%	11	57.89%	6	31.58%	2	10.53%	19	100.00%
Economically Disadvantaged	0	0.00%	2	33.33%	2	33.33%	2	33.33%	6	100.00%
Not Economically Disadvantaged	8	8.42%	46	48.42%	31	32.63%	10	10.53%	95	96.94%
Disabled With Accommodations	0	0.00%	0	0.00%	7	50.00%	7	50.00%	14	100.00%
Students With Disabilities	0	0.00%	0	0.00%	8	53.33%	7	46.67%	15	100.00%
Students Without Disabilities	8	9.30%	48	55.81%	25	29.07%	5	5.81%	86	96.63%
Limited English Proficient	*	*	*	*	*	*	*	*	1	100.00%
Not Limited English Proficient	8	8.00%	47	47.00%	33	33.00%	12	12.00%	100	97.09%
Migrant Students	*	*	*	*	*	*	*	*	2	100.00%
Not Migrant Students	8	8.08%	47	47.47%	32	32.32%	12	12.12%	99	97.06%
Active Duty Parent/Guardian	0	0.00%	1	20.00%	3	60.00%	1	20.00%	5	83.33%
Not Active Duty Parent/Guardian	8	8.33%	47	48.96%	30	31.25%	11	11.46%	96	97.96%
Not Homeless	8	7.92%	48	47.52%	33	32.67%	12	11.88%	101	97.12%
Not Foster Care	8	7.92%	48	47.52%	33	32.67%	12	11.88%	101	97.12%

Disaggregated 2018 PEAKS Results
(from <https://education.alaska.gov/>)
English Language Arts (2018)

English Language Arts

Compare with district and state

All Grades 3 4 5 6 7 8

	Advanced		Proficient		Below Proficient		Far Below Proficient			
Subgroup	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Total Tested	Percent Tested
All Students	14	13.86%	47	46.53%	26	25.74%	14	13.86%	101	97.12%
Female	6	11.76%	25	49.02%	14	27.45%	6	11.76%	51	98.08%
Male	8	16.00%	22	44.00%	12	24.00%	8	16.00%	50	96.15%
African American	*	*	*	*	*	*	*	*	2	66.67%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	2	100.00%
Caucasian	11	14.67%	36	48.00%	16	21.33%	12	16.00%	75	97.40%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Two or More Races	3	15.79%	8	42.11%	7	36.84%	1	5.26%	19	100.00%
Economically Disadvantaged	1	16.67%	2	33.33%	1	16.67%	2	33.33%	6	100.00%
Not Economically Disadvantaged	13	13.68%	45	47.37%	25	26.32%	12	12.63%	95	96.94%
Disabled With Accommodations	0	0.00%	2	14.29%	6	42.86%	6	42.86%	14	100.00%
Students With Disabilities	0	0.00%	2	13.33%	6	40.00%	7	46.67%	15	100.00%
Students Without Disabilities	14	16.28%	45	52.33%	20	23.26%	7	8.14%	86	96.63%
Limited English Proficient	*	*	*	*	*	*	*	*	1	100.00%
Not Limited English Proficient	14	14.00%	46	46.00%	26	26.00%	14	14.00%	100	97.09%
Migrant Students	*	*	*	*	*	*	*	*	2	100.00%
Not Migrant Students	14	14.14%	45	45.45%	26	26.26%	14	14.14%	99	97.06%
Active Duty Parent/Guardian	0	0.00%	2	40.00%	1	20.00%	2	40.00%	5	83.33%
Not Active Duty Parent/Guardian	14	14.58%	45	46.88%	25	26.04%	12	12.50%	96	97.96%
Not Homeless	14	13.86%	47	46.53%	26	25.74%	14	13.86%	101	97.12%
Not Foster Care	14	13.86%	47	46.53%	26	25.74%	14	13.86%	101	97.12%

Appendix O: Report Cards

CHINOOK MONTESSORI CHARTER SCHOOL REPORT CARD

3002 International Street • Fairbanks, Alaska 99701 • (907) 452.5020 • Fax (907) 452.5048

Student Name:

Teacher:

Family Group: Pioneer

School Year:

Attendance Record (180 days)

Trimester	1/	2/	3/	Total
Days Present				
Days Absent				
Days Tardy				

GRADING KEY

A - Aware D - Developing C - Consistent

Individual and Social Development

	Trimester	1	2	3
1	Productively communicates by listening to others and responding thoughtfully.			
2	Demonstrates integrity for self and others.			
3	Shows initiative in setting and following goals.			
4	Exhibits reflective thinking by using metacognition .			
5	Uses self-discipline to make responsible decisions.			
6	Uses perseverance to do challenging work.			
7	Uses innovation .			
8	Uses courage when faced with challenging situations.			
9	Demonstrates unity by working cooperatively with others.			
10	Cares for the school community.			
11	Empathizes to help others.			
12	Uses curiosity to seek out information and go beyond			
13	Demonstrates gratitude to others.			
14	Stays optimistic during challenging times			
15	Uses humility throughout the day.			

Attached to this report card are three narratives: one written by the parent, one written by the teacher and one by the student.

GRADING KEY

A = Excellent B = Above Average C = Average
D = Below Average F = Failing # = Modified

Academic Progress

Trimester	1	2	3
Literacy: reading, writing, listening, speaking, spelling			
Math: arithmetic, problem solving, real life application			
Portfolio completed			
Student led conference held.			

CHINOOK MONTESSORI CHARTER SCHOOL REPORT CARD

3002 International Street • Fairbanks, Alaska 99701 • (907) 452.5020 • Fax (907) 452.5048

Student Name:

Teacher:

Family Group: Novice

School Year:

Attendance Record (180 days)

Trimester	1/	2/	3/	Total
Days Present				
Days Absent				
Days Tardy				

GRADING KEY

A - Aware D - Developing C - Consistent

Individual and Social Development

	Trimester	1	2	3
1	Productively communicates by listening to others and responding thoughtfully.			
2	Demonstrates integrity for self and others.			
3	Shows initiative in setting and following goals.			
4	Exhibits reflective thinking by using metacognition .			
5	Uses self-discipline to make responsible decisions.			
6	Uses perseverance to do challenging work.			
7	Uses innovation .			
8	Uses courage when faced with challenging situations.			
9	Demonstrates unity by working cooperatively with others.			
10	Cares for the school community.			
11	Empathizes to help others.			
12	Uses curiosity to seek out information and go beyond			
13	Demonstrates gratitude to others.			
14	Stays optimistic during challenging times			
15	Uses humility throughout the day.			

Attached to this report card are three narratives: one written by the parent, one written by the teacher and one by the student.

GRADING KEY

E=Emergent D=Developing
F=Fluent

Academic Progress

Trimester	1	2	3
Literacy: reading, writing, listening, speaking, spelling			
Math: arithmetic, problem solving, real life application			

Trimester	1	2	3
Portfolio completed			
Student led conference held.			

Appendix P: Scope and Sequence

Apprentice Scope and Sequence

Apprentice Beta Scope & Sequence													
	Language Arts			Mathematics				Culture				Science	
	Parts of Speech	Language Structure	Writing Notebook	Math Facts	Math Operations	Fractions & Money	Geometry & Graphing	Continent Study	Geography	History	Art	Zoology & Physical	Botany
Aug	Nouns	Sentence Construction I	Respond to Prompt	Review Subtraction Facts Missing Subtrahends	Review Dynamic Addition/ Subtraction History of Numbers Roman Numerals	Intervals in a Number Line Can Be Different	Tally Graphs	Continents and Oceans Review Map Skills What is a Biome?	Layers of the Earth	1st Great Lesson Concept of Time Diary	What is Art? Line, Shape, Color	5 Classes of Vertebrates Review	Review: Plant Needs
Sept	Articles & Adjectives		Personal Narrative	Review Arrays, Skip Counting, Making Patterns	Multiplication of a 4-digit by Unit	Counting Coins More Than \$1, \$ Word Problems							Growth Forms of Plants
Oct	Verb & Preposition		Personal Narrative	Multiplication Facts, Building Sets 1-10, Bead Bar Layout, Factors	X 4-digit by Unit X 4-digit by 2-3 digit	Finding Equivalent Fractions from Halves to Tenths	Basic Concepts of Geometry		Rocks and Minerals	Timeline of Life Intro	Drawing	Animal Classification	Deciduous and Evergreen Plants
Nov	Adverb & Pronoun		Fiction	Decanomial Layout	X 4-digit by 2-3 digit	Make Equivalent Fractions Where Numerator is >1	Study of Lines	CONTINENT STUDY: North America	Processes that Shape the Earth	Review Telling Time	Papercrafts	Internal Parts of a Fish	Compound and Simple Leaves / Types of Compound Leaves
Dec	Conjugation & Interjection		Opinion/ Persuasive	Multiplication Facts	X 4-digit by 2-3 digit	Review Fractional Parts	Logical Placement			Age of the Tribbles	Pastels	Internal Parts of an Amphibian	Types of Stems
Jan	Nouns & Articles	Reading Analysis II	Opinion/ Persuasive	Multiplication Facts	X 4-digit by 2-3 digit	Money Word Problems, Equivalent Numerators >1	Logical Placement	CONTINENT STUDY: By Year Theme	Wind Erosion	Paleozoic Era	Painting	Internal Parts of a Reptile	Types of Roots
Feb	Adjectives & Verbs		Informational Text	Multiplication Facts Missing Factors	Checkerboard Design X 4-digit by 2-3 digit	Relationship of Fractions	Study of Angles			Mesozoic Era	Sculpture	Internal Parts of a Bird	Parts of the Stamen / Pistil
Mar	Preposition & Adverbs		Traditional Writing	Abstraction of Multiplication Facts		Making Change	Measurement of Angles	CONTINENT STUDY: By Yearly Theme	Water on Earth: Oceans, Rivers, Lakes Conservation	Dinosaur Study	Dance	Internal Parts of a Mammal	Flower Symmetry / Flower w/ Fused Parts
April	Pronouns & Conjugation		Poetry	Review Division Facts	X 4-digit by 2-3 digit	Review x & + of a Fraction by a Whole Number	Study of Figures			Cenozoic Era	Art Show	Animal Research	Fleshy and Dry Fruit / Types of Dry Fruit
May	Interjection		Publishing			Money Rebus and Money Word Problems	Representational Graphs			Fundamental Needs	Art in Our Community		Alaska Botany

Apprentice Alpha Scope & Sequence													
	Language Arts			Mathematics				Culture				Science	
	Parts of Speech	Language Structure	Writing Notebook	Math Facts	Math Operations	Fractions & Money	Geometry & Graphing	Continent Study	Geography	History	Art	Zoology & Physical	Botany
Aug	Article	Oral Games	Respond to Prompt	Addition Facts 1-10	Review: Teens & Tens Numerals, Forming and Reading 4 Digit Numbers	Numerator/ Denominator	Pictographs Geometric Cabinet	Landforms & Water	Universe	1st Great Lesson	What is Art? Line, Shape, Color	Vertebrate/ Invertebrate	Why Study Botany? Plant Needs
Sept	Adjectives 1 and 2		Personal Narrative	Addition Facts 11-18	Counting to 100 & 1000, Greater Than/Less Than/Equal To	Composing and Naming Fractions		Continents & Oceans		Timeline of Self			Parts of a Plant
Oct	Conjugation & Preposition		Personal Narrative	Building 10, Counting On, Fact Families, Commutative Property 1-18	Review Static/Dynamic Addition and Static Subtraction	Fractions: Naming, Adding Fractions w/ Like Denominators	Introduction with Attributes Rectangle Box (Colored)	Sun & Stars	Days of the Week / Months of the Year	Drawing	Animal Classification	Parts of a Leaf	
Nov	Verb 1 & Verb 2		Fiction	Object Subtraction <18, Fact Families of 10	Static & Dynamic Addition	Names and Values of Coins, Counting Like Coins <\$1, Ordinal Position		CONTINENT STUDY: North America	Solar System & Planets	Telling Time	Papercrafts	5 Classes of Vertebrates	Parts of the Stem
Dec	Adverb		Opinion/ Persuasive	Differences <18, Number Line Addition	Static/Dynamic +, Multiple Addends, Column Addition, Static/Dynamic -	Ordinal Position, Subtracting Fractions w/ Like Denominators		CONTINENT STUDY: By Year Theme	Family Timeline	Pastels	Parts of a Fish	Parts of the Root	
Jan	Verb T & I Syntax		Opinion/ Persuasive	Addition Facts Sums <18	Static /Dynamic Addition, Multiple Addends, Column Addition	Counting Like Coins >\$1	Rectangle Box		Moon	Community Timeline	Painting	Parts of an Amphibian	Parts of the Flower
Feb	Verb Mental Act, Commands 1		Informational Text	Number Line -, + w/ >1 Addend, Addition Facts <18, Differences <18	Dynamic Subtraction, Dynamic Addition, Abstraction of Static +	Likely vs. Not Likely, Impossible vs. Certain			Layers of the Earth	Decade, Century, Millennium	Sculpture	Parts of a Reptile	Monocot and Dicot Flowers
Mar	Commands 2 & 3		Reading Analysis I:	Traditional Writing	Addition Facts with Missing Addends, Abstraction Addition, Subtraction Facts	Static Subtraction, Abst. of Dynamic +, Intro: 4 Digit Multiplication by a Single Digit Multiplier	Counting Unlike Coins <\$1	Geometric Solids	Volcanoes	A Year & It's Parts / Seasons	Dance	Parts of a Bird	Parts of a Fruit
April	Commands 4 & Review			Poetry	Building Arrays, Missing Subtrahends, Subtraction Facts	Abstraction of Static/Dynamic Subtraction	Multiplying and Dividing Fractions by Whole Numbers		By Yearly Theme	Formation of Rocks	Wants vs. Needs Fundamental Needs	Art Show	Parts of a Mammal
May		Publishing		Division Facts, Multiplication Facts	Division with a Unit Divisor and a 2 Digit Divisor	Money Word Problems	Pictographs	Types of Rocks	Long Black Line	Art in Our Community	Animal Research	Alaska Botany Study	

Apprentice Gamma Scope & Sequence																		
	Language Arts			Mathematics				Culture				Science						
	Parts of Speech	Language Structure	Writing Notebook	Math Facts	Math Operations	Fractions & Money	Geometry & Graphing	Continent Study	Geography	History	Art	Zoology & Physical	Botany					
Aug	Nouns	Sentence Construction 2	Respond to Prompt	Review Addition, Subtraction, & Multiplication Facts	Review Dynamic Addition and Subtraction, 4-digit multiplication by a 1-digit multiplier	Review Counting Unlike Coins above \$1	Pie Charts & Bar Graphs	Map Skills	1st Great Lesson	Story of Me	What is Art? Line, Shape, Color	Intro to Invertebrates	Review: Plant Needs					
Sept	Articles & Adjectives		Personal Narrative	Review Multiplication Facts	Level 3, 4-digit multiplication by a 2-3 digit multiplier	Review Making Change		Review	Universe, Solar System, Earth					Drawing	Parts of a Poriferan	Conifers and Broad Leaved Plants		
Oct	Verb & Preposition		Personal Narrative	Review Division Facts		Fractions on a Number Line, Coins as Fractional Parts of \$1	Study of Triangles	CONTINENT STUDY: North America	Solar Energy and the Earth		Telling Time	Papercrafts	Parts of a Cnidaria				Leaf Venation / Leaf Attachments to the Stem	
Nov	Adverb & Pronoun		Fiction	Review Division Facts Reverse Operations of Multiplication and Division	Multiplication Level 3	Comparing Equivalent Fractions on a Number Line	Attributes What's Missing? Making Inferences			Movements of the Earth				Timeline of Humans	Pastels	Parts of a Nematode		Simple and Compound Pests
Dec	Conjugation & Interjection		Opinion/ Persuasive	Intro to Exponents	Division 1, Division w/a 1-digit multiplier	Area of a Rectangle on a Grid Using Fractions	Study of Quadrilaterals											
Jan	Nouns & Articles	Opinion/ Persuasive	Multiplication of a Binomial	Division 1, Division w/a 2-digit multiplier	Area of a Rectangle on a grid using fractions	Study of Polygons	Atmosphere	Ancient Civilizations	Art Show	Parts of a Platyhelminth	Inflorescence							
Feb	Adjectives & Verbs	Informational Text	Multiplication of a Binomial Distributive Property	Division w/ a 1-digit divisor		"H" Mat Logical Placement						CONTINENT STUDY: By Yearly Theme	Hydrosphere	Alaska Native Culture	Art in Our Community	Parts of a Mollusk	Simple, Aggregate and Multiple Fruits / Kinds of Simple Fleshy Fruits	
Mar	Preposition & Adverbs	Logical Analysis I	Traditional Writing	Division w/ a 1-digit divisor	Introduce coins as a fractional parts of a \$	Study of Polygons	Hydrosphere	Alaska Native Culture	Art in Our Community	Parts of a Mollusk	Simple, Aggregate and Multiple Fruits / Kinds of Simple Fleshy Fruits							
April	Pronouns & Conjugation	Poetry	Passage from a Square to a Successive Square	Division w/ a 1-2-digit divisor		Study of the Circle						Watch It! Attribute Game						
May	Interjection	Publishing		Passage from a Square to a Non-Successive Square		Division w/ a 2-digit divisor												

Mentor Year One Scope and Sequence								
	Science	Social Science	Simulations	Geography	Attributes	Literacy	Daily Living/Health/Teach.	Art
Mini Cycle Aug. 26 – Sept. 5				The Five Themes of Geography -- • geographic forms • components of a world map	Unity	Genres -- fiction, nonfiction, biography, autobiography, science fiction, fantasy, and historical fiction	Nutrition/Fitness -- Hydration	Prehistoric Cave Art
Cycle #1 Sept. 9 – 19	-Scientific Process -Engineering and Design	Heritage of the Native American People Prior to 1500	Bartering	Geography Skills -- • elements of maps and mapping (e.g., scale, distance, direction, prime meridian, equator) • variety of maps (i.e., political, resource, product, physical, climate, vegetation) • Contrast absolute and relative location.	Productive Communication Sept. 9 – 13	-- Paragraphs --	Nutrition/Fitness -- Energy Drinks -- Food Labels	Native American Art
Cycle #2 Sept. 23 – Oct. 3	Photosynthesis	European Exploration		Europe and Russia	Optimism Sept. 23 – 27	-- Summarizing --	Communication & Relationships - Setting Boundaries	Art Techniques Vocab -- Leaf Collage
Cycle #3 Oct. 7 – 17	Physical Science -structure & properties of matter	Triangular Trade		Africa	Humility Oct. 7 – 11	Book Charlotte Doyle -- Summarize plot and subplots using terms such as initial incidents, exposition, rising action, conflict, falling action, and resolution	Communication & Relationships - Conflict Resolution - Anger Management	Color Wheel -- Hot and Cool Fruit
Cycle #4 Oct. 21 – 31	Physical Science -definitions of energy -energy transfer	Colonization of the Americas	Colonial Fair	13 Colonies	Innovation Oct. 21 – 25 Perseverance Nov. 4 – 8	-- Thesis Statements -- Outlines --	Digital Citizenship -- secure passwords Communication & Relationships - Bully Prevention & Peacemaking Skills	One Point Perspective
Nov. 11-14 Portfolio Presentations	Rube Goldberg Machines							
Cycle #5 Nov. 25 – Dec. 10	Physical Science -electromagnetic radiation	Declaration of Independence		Australia and Oceania	Integrity Nov. 18 – 22 Empathy Dec. 2 – 6	Book Chains	General Health - Cold Weather Safety	Kinetic Sculpting
Cycle #6 Dec. 16 – Jan. 16	Physical Science -types of interactions	American Revolutionary War	Taxation Without Representation	The Middle East and Asia		"How To" Presentations -- Clarify the sequence of steps necessary to obtain the skill.	Maslow's Hierarchy of Needs	Drawing with Glue -- Positive and Negative Space; Collage Work
Cycle #7 Jan. 21 – 30	Physical Science -motion and instability	1770s		Map Drawing	Metacognition Jan. 13 – 17 Initiative Jan. 27 – 31	Research Reports / Book Lizzie Bright and the Buckminster Boy	Digital Citizenship -- controlling shared information -- online manners	Value and Gradation -- Multimedia Art
Cycle #8 Feb. 3 – 13	Life Science -molecules to organisms	Life in the New Nation & Hands on History	The Erie Canal Game	Great Lakes	Self-discipline Feb. 3 – 7 Caring Feb. 10 – 14	Black History Month Research Banners	Digital Citizenship -- creating a positive online reputation	Cityscapes
Portfolio	Argument Essays							
Feb. 24-27 Portfolio Presentations	Mitosis Projects							
Cycle #9 March 2 – April 2	Life Science -cell organization -cellular respiration	Westward Expansion	Oregon Trail	North America and Canada	Courage March 2 – 6	Book -- Nothing but The Truth	Mental Health - Stress Management	Emily Carr Trees
Cycle #10 April 6 - 16	Evolution -Natural Selection -- Genetics	Country Divided		Latin America	Gratitude March 23 – 27 Curiosity Mar. 30 – Apr. 3	-- Persuasive Essay. -book-outsiders, watsons	Mental Health - How to Help with Depression/Self Harm/Suicide	Peruvian Llamas
Cycle #11 April 20 – 30	Parts of a Flower	Civil War	Reciting the Gettysburg Address	Antarctica		Book -- Love That Dog -- styles of poetry -- (i.e., quatrains, sonnets, free-verse; using poetic devices such as repetition, metaphor, simile, rhyme scheme, meter) -- poetic tools (i.e., repetition, metaphor, simile, rhyme scheme, meter, symbolism)	Effects of Tobacco	"I Am" Poetry Art

Appendix Q: Program Description

"We shall learn that discipline develops spontaneously, force and strength of character will show itself as a natural development, and a love of work will spring up and manifest itself as a natural consequence of free development." - Maria Montessori

1. Literacy

Our reading instruction is meaning based and includes whole group, small group and individual instruction (Harste, Short, Burke, 1988; Holdaway, 1979; Clay, 1991; Fountas & Pinnell, 1998 & 2000). We read and write for real purposes. We are aware that not all children learn to read at the same time and the multi-age structure allows for individual growth. (Goodlad and Anderson, 1987; Chase and Doan, 1994; Gregory, 1993). Chinook teachers review the Alaska State English Language Arts Standards to ensure we are teaching the standards.

2. Math

At Chinook, math concepts are fostered through the use of manipulatives~ art, music and journals. Montessori math climbs in sophistication from concrete to abstract. We emphasize authentic learning through projects and through analyzing patterns found both in natural and artificial settings. We encourage physical math skills, mental math skills, problem solving and flexible thinking (Bums and Humphreys, 1990). In the early years, we focus on using Montessori math curriculum through 3rd grade. During the upper elementary and adolescent years, we use Montessori curriculum paired with additional resources as needed. Starting in the 6th grade and through middle school, students begin to use textbooks in order to prepare for high school. Chinook teachers review the Alaska State Math Standards to ensure we are teaching the standards. The Standards for Mathematical Practice are infused in our lessons.

3. Social Science

Geography is the study of the earth on which man lives and history is the study of the man who lives on earth. "The study of history, geography and world cultures forms the cornerstone of the Montessori curriculum" (Selden, 1999). A sense of living history is presented at every level through direct hands-on experience. Children learn that all people throughout time and around the world have the same basic needs and that how they satisfy these needs is determined by the geographical environment and historical events. By understanding the history of the past, the children learn who they are today and will see themselves as citizens of the world. They start to see that their thoughts, actions and work will become part of the past.

Essential Concepts of History

- A. Understands that history is a record of human experiences that links the past to the present and the future
- a. Understands that history is a narrative told in many voices and expresses various perspectives of historical experience.
 - b. Knows that cultural elements including language, literature, art, customs and belief systems reflect the ideas and attitudes of a specific time.
 - c. Develops the skills and process of social studies inquiry.
 - d. Applies thinking skills including: classifying, interpreting, analyzing, summarizing, synthesizing and evaluating to understand the topic.
 - e. Understands the historical and constitutional foundations of the United States.
 - f. Explores significant events of world history.

Geography

Geography provides the opportunity to go from the known to the unknown and to move from the real to the representational. An understanding of physical and political geography gives children the basis for understanding all the details of life.

Essential Concepts of Geography

- A. Uses and makes maps, globes and graphs to gather, analyze and report geographic information.
- uses a variety of tools such as an atlas, globe, different types of maps and technology
- B. Uses geography to understand the world by interpreting the past, knowing the present and preparing for the future.

4. Practical Life

As children care for animals, prepare meals, polish silver, sew buttons and engage in other life skills they develop an inner sense of order, concentration and independence. It is through the process of caring for their environment, meeting their own needs and helping others that they begin the process of learning how to learn.

Essential Concepts of Practical Life

- A.** Develops problem solving skills.
- B.** Develops manual dexterity through manipulation of materials.

- C. Develops concentration through the increased complexity of tasks.
- D. Takes care of their own environment.
- E. Develops self-discipline and an internal sense of purpose and motivation.
- F. Develops high-level social skills.
- G. Develop an understanding of our 15 attributes of success
 - Caring, unity, self-discipline, innovation, gratitude, optimism, empathy, initiative, humility, curiosity, perseverance, metacognition, productive communication, integrity, and courage

5. The Arts

Children have a need for beauty and self-expression. The arts provide a natural culmination of exploration and creativity, which includes music, drama and the visual arts. The children's work in all subjects becomes an artistic endeavor that connects the intellect and the emotion. The arts provide a unique source of understanding, allow for deeper insights and capture the imagination. "Philosophy is said to begin in wonder and ends in understanding. Art departs from what has been understood and ends in wonder" (John Dewey).

Essential Concepts of the Arts

- A. Demonstrates the creativity and imagination necessary for innovative thinking and problem solving.
 - a. develops an inventive and creative spirit
- B. Expands thinking skills.
 - a. refines artistic skills through rehearsal, practice and revision
- C. Is able to persevere until pride of accomplishment is achieved.
 - a. becomes self-disciplined
- D. Appropriately uses new and traditional materials, tools, techniques and processes in the arts.
- E. Develops thoughtful analysis and interpretation skills.
 - a. engages in a process of organized investigation

6. The Sciences

The purpose of science is to investigate and understand the world. Children have a need and opportunity to observe things they haven't experienced before. From the knowledge comes a sense of peace, confidence and understanding. At Chinook, we study zoology, botany, earth science, biology, physics, chemistry, functional geography and ecology. Chinook teachers review the Alaska State Science Standards to ensure we are teaching the standards.

Essential Concepts of the Sciences

- A. Possesses and understands the skills of scientific inquiry.
 - a. uses the processes of science; these include observing, classifying, measuring, interpreting data, inferring, communicating, controlling variables, hypothesizing, predicting and experimenting
- B. Understands scientific facts, concepts, principles and theories.
 - a. understands observable natural events
 - b. understands the interdependence between living things and their environments
 - c. understands the basic structure of living things
- C. Knows that living things are made up mostly of cells and that all life processes occur in these basic units.
- D. Distinguishes the patterns of similarity and differences in the living world in order to understand the diversity of life.
- E. Understands how the earth changes because of plate tectonics, earthquakes, volcanoes, erosion and deposition and living things.
- F. Understand scientific facts, concepts, principles and theories.
 - a. understands the physical and chemical changes in the properties and characteristics of matter.

7. Technology

We believe that technology is an invaluable classroom tool that should be integrated into all areas of the curriculum so that students will be prepared for interacting and communicating in the world. Technology can make lessons comprehensive and engaging, therefore, we provide many opportunities for students to access technology throughout the workday.

Essential Concepts of Technology: A student should be able to:

- A. operate technology based tools
- B. use technology to locate, select, and manage information
- C. express ideas and exchange information
- D. use technology responsibly and understand its impact on society.

Appendix R: Parent and Student Agreement

Parent Policy Agreement

The opportunities for your involvement at Chinook are abundant as well as diverse. The following is expected from our entire population in order to ensure the continual success of Chinook Montessori Charter School. Carefully consider the following and initial to indicate you have read each item.

I will demonstrate my commitment to Chinook Montessori Charter School by:

_____ **Speaking politely to students and staff members and avoiding hurtful remarks.**

_____ **Insuring that my child will be on time and attend school on a regular basis.**

- a. My child will attend school in accordance with the Attendance Policy, which states in part: After ten absences, or a total of 20 tardies, you will be notified in writing.
- b. If the problem persists, a letter will be sent requiring the family to meet with the intervention team for the purpose of a resolution. Not attending the designated intervention meeting or not following through with the intervention team's recommendations will result in a recommendation from the intervention team to the Chinook Board that your child be withdrawn from Chinook with the understanding that your child cannot reapply.

_____ **Monitoring all homework assignments each evening.**

_____ **Communicating with the teachers and my child:**

- a. by creating a yearly goal for my child's Individualized Learning Plan.
 - A written parent goal for each child must be submitted at the beginning of the first trimester of the school year.
- b. through a weekly take-home journal.
 - After persistent missed parent letters to the child and/or teacher, a letter will be sent requiring the family to meet with the intervention team for the purpose of a resolution. Not attending the designated intervention meeting or not following through with the intervention team's recommendations will result in your child's withdrawal from Chinook with the understanding that your immediate family cannot reapply.
- c. by attending all of my child's portfolio presentations.
 - Unless prior arrangements are made, the portfolio conference must be held on the designated portfolio dates at the school site. If a portfolio conference is missed, a letter will be sent requiring the family to meet with the intervention team for the purpose of a resolution. Not attending the designated intervention meeting or not following through with the intervention team's recommendations will result in your child's withdrawal

from Chinook with the understanding that your immediate family cannot reapply.

- d. by writing a letter to my child to be included in my child's portfolio.
 - Parent, teacher and student letters are part of the child's permanent student record and must be completed before the end of each trimester. If two letters are missing from a portfolio within a two-year period, a letter will be sent requiring the family to meet with the intervention for the purpose of a resolution. Not attending the designated intervention meeting or not following through with the intervention team's recommendations will result in your child's withdrawal from Chinook with the understanding that your immediate family cannot reapply.

_____ Actively participating in Chinook Montessori Charter School by providing 15 hours of my time per trimester (approximately five hours each month). Use Signup.com to log your hours.

Volunteer hours may be met by:

- a. participating on a committee.
- b. working directly with students as a tutor (although, working solely and directly with your own child does not count toward volunteer hours), teaching a studio class or assisting in the classroom. This requires participation in a Chinook training program.
- c. helping with the maintenance of the building (painting, cleaning, and repairs, etc.).
- d. secretarial work, librarian, answering phones, etc.
- e. working at home (typing, baking, phone calls, etc.).
- f. assisting in special projects, activities and fundraisers.

_____ Understanding that attending Chinook Montessori Charter School is a long-term commitment. Families applying must intend to remain at Chinook until their child enters high school.

As there is a limit to the number of students who may attend Chinook Montessori Charter School and there is a waiting list, failure to abide by the terms of this contract, as stated above, or inability to agree to a mutual solution will result in withdrawal from Chinook with the option of enrolling in another education program. I understand and agree that the Chinook Board, after a recommendation from the intervention team, will make the final decision regarding the withdrawal of my child from the Chinook Montessori Charter School.

I have read and agree to the above parent policy.

My Student's(') Name(s)

Guardian's Signature

Date _____

Chinook Montessori Charter School Student Policy Agreement

I understand that as a condition of enrolling at Chinook Montessori Charter School I agree to and will fully comply with the following conditions (**please initial each box**):

- ☐ **To attend school each day** and follow the school Attendance Policy.
- ☐ **To follow the Chinook Discipline Policy** which states: "Chinook is a school where children are expected to be responsible for their own behavior. They are expected to be respectful of themselves, others at school and school property. If children do not live up to these expectations they promptly call their parents. In cases of disrespect, violence or vandalism students will be picked up immediately by their parents or guardian." If a student is sent home, the absence is considered a suspension.
- ☐ **To follow the school district discipline policy** as stated in the "Student Rights, Responsibilities and Behavioral Consequences" handbook.
- ☐ **To respect other people and their property.** I will be polite to the staff and students and will NOT make rude or hurtful remarks.
- ☐ **To do my best.** I will put forth my best effort in the classroom and at school.
- ☐ **To comply with the philosophy of Chinook,** including a willingness to work independently, be a good role model, contribute to the school community and take full responsibility for my actions.

Consequences for non-compliance

As there is a limit to the number of students who may attend Chinook Montessori Charter School and there is a waiting list, failure to abide by the terms of this contract, stated above, will result in an immediate suspension or withdrawal from Chinook Montessori Charter School. If suspended, the student and parents will attend a re-entry meeting with the teacher where the student will present an apology letter. If withdrawn, the student will have the option of enrolling in the district's other programs. You will not be able to reapply at Chinook Montessori Charter School.

Student's Signature _____ **Date** _____

As parents/guardians, we agree to support the discipline plan, educational methods and underlying philosophy of Chinook Montessori Charter School.

Guardian's Signature _____ **Date** _____

As teachers, we agree to be consistent with our expectations as stated above and in the charter.

Teacher's Signature _____ **Date** _____