



**Charter School
APPLICATION
June 5th**

Discovery Peak Charter School

FY 2019

**Alaska Department of Education & Early Development
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1

Table of Contents

Section 1: Establishment of the Charter at the Local Level	4	Section
2: Organization & Administration	11	Section 3:
Educational Program & Student Achievement	15	Section 4:
Professional Development	20	Section 5:
Facility	22	Section 6:

Admission	24	Section 7: Fiscal
.....	28	Section 8:
Transportation	30	APPENDICES:
Appendix A: Evidence of FNSB School District Approval	32	
Appendix B: Evidence of Signed Contract between Discovery Peak and the FNSBSD School Board.....	34	
Appendix C: Discovery Peak Bylaws	43	
Appendix D: Academic Policy Committee		
D-1: Members.....	47	
D-2: Meeting Minutes	50	
Appendix E: Family Handbook	69	
Appendix F: Sample Curriculum		
F-1: Daily Learning Plans	82	
F-2: Research-Based Evidence of Programs	88	
F-3: Samples of Exploration Units	133	
F-4: Sample Daily Learning Plans	176	
Appendix G: Facility Proposal	190	
Appendix H: Projected Budget	193	
Appendix I: Overview of Schedule by Grade Level Cluster	198	

Section 1: Establishment of the Charter at the Local Level

I. Provide the primary purpose of the charter, how it will specifically differ from other educational options available in the community and the student population the charter hopes to attract. AS 14.03.265(a)(1-3)

The purpose of Discovery Peak is to provide North Pole and its surrounding communities with an alternative K-8 educational option. North Pole and Eielson do not currently have a K-8 option or charter school alternative at this time. Discovery Peak will provide a rigorous and innovative academic program. Through personalized ELA and Math curriculum, hands-on discovery, community-focused problem solving, and increased physical activity, our students will engage in a unique, learn-by-doing curriculum. The mission of Discovery Peak is to develop intellectually curious and capable young people who aspire to be ethical and compassionate leaders in their community.

School will begin at 8:15am and dismiss at 3:15pm Monday through Thursday. On Fridays students will be dismissed at 1:45pm to allow for teacher prep, PLC, and professional development. Morning hours will concentrate on language arts and math—all of which will be aligned to Alaska’s state and district standards, while the afternoons will concentrate on explorations based on the district curriculum for science and social studies. Explorations in the

afternoon will be multiage, with primary and intermediate students choosing between offered explorations that are geared toward their level.

Discovery Peak will consist of grades K-8 with one class and teacher per grade level. Each grade will be capped at 22 students, enrolling 198 students schoolwide. Kindergarten will be a full day class with a full-time aide. Kindergarten, First, and Second will share an aide. Third, Fourth, and Fifth will share an aide. Sixth, Seventh, and Eighth will share an aide. There will be a Head Teacher in charge of administrative details. This adds up to 10 full time teachers and 4 full time aides.

There will not be a daily prep time Monday through Thursday. Every Friday afternoon will have an early dismissal, allowing teachers their prep periods and students to take advantage of the many resources available in the community (taking music lessons, visiting museums, or volunteering, for example).

Three principles, which will set our school apart:

1. Community Focused Afternoon Explorations

These explorations will focus on hands-on activities, connections to our community, problem solving, and increased, intentional physical activity. Explorations will follow a project based learning curriculum that aligns with the State and District standards for science and social studies, while presenting materials in a practical, applicable manner. Emphasis will be placed on a learn-by-doing philosophy that maintains strong ties to practicality through problem solving, investigation, and discovery. Explorations will blend students into a multi-age learning environment. Multiage clusters will be grouped as follows: K-1st-2nd 3rd-4th-5th 6th-7th-8th

Multi-age settings allow for students to both learn from and teach their peers. Science, social studies, health, physical education, and music curriculum will also be combined within these grade level groups. Quarterly, students will be given a choice of various explorations within their multi-age cluster. This provides additional opportunity for individualized learning as students' interests are engaged! Similar to high school graduation requirements, students will be expected to complete a predetermined number of exploration courses in each content area prior to their advancement to the next cluster of explorations.

For example, a 3rd grade student will be expected to complete 4 science topics and 5 social studies topics throughout their 3-year multi-age experience, so that by the end of their 5th grade year they have engaged in a full range of the required curricular topics as determined by FNSBSD curriculum. What is different is that they may have experienced their lessons in a non-traditional order throughout their upper elementary years alongside their multi-aged peers. Within this time frame, they will also be able to select three additional explorations that are guided by their personal interests.

2. Individualized Learning for Language Arts and Math

We believe all students can be proficient, just not at the same time. Our structures are designed to help each student reach proficiency through individualized learning. In order to maximize learning, students need instruction that is individualized to their academic needs, meets them where they are, and teaches them at their own pace. Students advance upon demonstrated proficiency of AKSS objectives. Students need to receive timely, differentiated support based on their learning needs which are identified through consistent formative assessment. Assessments must be meaningful, positive, and provide immediate feedback for both the student and educator. Immediate feedback of students' learning is essential as it provides educators the ability to flexibly group students quickly, drives appropriate instruction, and empowers students to take ownership of their own learning. Based on need, students will have opportunities to work with partners, in small groups, independently, with a teacher, and/or tutor.

Groupings will be flexible across grade level bands and based on academic need. Learning outcomes will emphasize the application and creation of knowledge, along with the development of important skills.

3. Increased and Intentional Physical Activity

Intentional and creative scheduling will be our most useful tool. Between each block of academics, Discovery Peak will have built-in, school-wide brain breaks and movement activities. Frequent, every 45-60 minutes, physical breaks throughout the day, in addition to recess, adding up to 100+ minutes per day (nearly twice the mandated number of physically active minutes as per SB200!). Mornings will begin with a coordinated physical activity for approximately 15 minutes, mid-morning activity options include free play, cooperative games, physical education lessons, or group fitness activities. In the afternoon physical activity will be incorporated into the explorations units.

Flexible seating options will be available in all classrooms—including but not limited to standing desks, floor chairs, and yoga balls.

We have designed a building that allows for physical activity to naturally flow into our school structure and culture. We envision a building suited for increased physical activity: a gymnasium, indoor walking track, common areas that conjoin each multi-age cluster, and a foyer where the seating also serves as a stairwell to the second story.

While increased physical activity is our goal, we understand that this is different than physical education. The physical education standards will be woven into the afternoon explorations as well as into our activity breaks.

Educational & Academic Goals (upon exit of Discovery Peak):

- **Interdisciplinary Learning** – Connect ideas between and among all disciplines and subjects inside and outside of the classroom.
- **Critical Thinking**– See and understand the relationships of different types of knowledge and how to use them to solve current and future learning dilemmas. ●
- **Physical Activity**- Engage in additional physical activity outside of organized sports and structured physical education environments.
- **Community** - Become ethical and compassionate stewards of their community.
- **Communication** – Be able to express ideas clearly through verbal and written communication.
- **Literacy** – Read, decode, comprehend, synthesize and analyze, critique and reflect upon numeric and written information gathered from a variety of sources.

Evaluation Procedures

Data from Renaissance Learning products (Star Reading, Star Early Literacy, Star Math, Accelerated Reading and Accelerated Math), formative and summative assessments, AIMSweb, MAP testing, and State testing will all be incorporated. We will utilize PowerSchool (the district provided program) to track grades. As the school district rolls out standards based report cards we will be adopting them. We plan to follow the district norms for report cards.

For a more cumulative assessment, students will be asked to complete a service learning project highlighting their devotion to making our community a better place to live. This will take place as an exploration option between their 6th and 8th grade years depending on student ability level.

Community Outreach in Support of Discovery Peak

Through outreach events, the website (www.discoverypeakcharter.weebly.com), and Facebook interest, we have established that a significant number of families are interested in taking advantage of our program—particularly those with students in grades 6th-8th. Additionally, many teachers have expressed encouragement and enthusiasm for our future school. We hope to appeal to, and reach out to, a diverse population of families: ranging from lower socioeconomic incomes, military and civilian members of our community, as well as Alaska Native families seeking a school that bares a connection to the land and community we are immersed in.

In order to reach out to the community about our school, we have attended and created the following events in the North Pole area. At these events we plan to have a table and present families with a brochure and answer any questions they may have.

- North Pole Library Meeting April 10th, 2018
- North Pole Community Craft Bazaar May 5th, 2018
- North Pole Car Show “Cruising With Santa” May 19, 2018
- Arctic Explorers Preschool Fundraiser May 19, 2018
- North Pole Car Wash Fundraiser May 20, 2018
- North Pole Library Meeting #2 May 22, 2018
- Art Under the Midnight Sun Fundraiser June 22, 2018
- North Pole Independence Day Parade and Festival July 4, 2018
- North Pole Backpack Give Away August 4, 2018
- North Pole Santa Claus Half Marathon Run August 4, 2018

We have also created and sent out a Family Survey to gain feedback on parent thoughts for the school. We received feedback on deal breakers, current grade level of their student, their greatest value in their child’s education, as well as how likely they are to apply to the school.

We also plan to speak with the Military and present them with flyers about our school to hang in their community for families know about Discovery Peak on base.

II. Provide evidence of the local school board approval of the new charter school marked as Appendix A. AS 14.03.250(b)

Evidence of local school board approval of the new charter school is included in Appendix A.

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

The signed contract between Discovery Peak and the FNSBSD School Board containing all required elements is included in Appendix B.

IV. Provide the charter school's' bylaws marked as Appendix C. 4 AAC 33.110(a)(4)

Discovery Peak’s Bylaws are included in Appendix C.

V. Provide evidence of the formation of an 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 discussions regarding academic policies, bylaws, school administration, and school educational programming occurred. Mark as Appendix D. AS 14.03.250(a), 4 AAC 33.110(a)(1)

Our group began meeting informally in 2014 discussing and describing our “dream school” for the North Pole area and the dire need for options in our community, originally specifically targeting students in grades 6th-8th. Our conversations soon snowballed into a strong desire to take action and make progress – all of which led to the assembly of our board and official recognition by the State of Alaska in October 2016. K-8 Explorers Charter School Initiative is our group’s legal name according to the documents submitted to the State of Alaska. Our group’s membership has evolved over time, but has maintained four of its members consistently from the beginning. Since the establishment of Discovery Peak’s Academic Policy Committee (APC) and official Bylaws in May 2017, our membership has solidified and currently includes six FNSBSD teachers, two ESSA staff/parent/Eielson AFB connection, two FNSBSD teachers/parents, two North Pole community members/parents. All of our current APC members are committed to the establishment of Discovery Peak Charter School and to holding their current board position through (at minimum) the first year of the school’s operation. Our Bylaws describe the plan for APC members’ terms/renewal process once the school opens.

A list of current APC members can be found in Section 3 as well as in Appendix D-1.

Reviewer Rating Template		
Section 1	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Purpose	4	
Evidence of board approval	33	
Evidence of signed contract with all required elements	See required element below (items 1-14)	

	(35-42)	
1. Description of educational program	4-5	
2. Specific levels of achievement for the education program	6, 17-18	

3. Admissions Policy and Procedures	24-27	
4. Administrative Policies	11, 44-46	
5. Statement of Charter funding	18, 194-196	
6. Method of accountability for receipts and expenditures	28	
7. Location and description of facility	22, 191-192	
8. Name of teachers who by agreement will teach in the charter	49	
9. Teacher to student ratio	4	
10. Number of students to be served	4	
11. Term of contract (not to exceed 10 years)	22	

12. Termination Clause	36	
13. Statement of state and federal law compliance	11	

14.Exemptions or requirements included in contract	37-42	
Evidence of bylaws	44-46	
Evidence of APC, including list of names/qualifications, meeting minutes	11, 48-49, 51-68	

Section 2: Organization and Administration

I. Provide information on how the charter school shall oversee the operation of the charter school to ensure that the terms of the contract required by AS 14.03.255 (c) are being met; including who will be responsible and what mechanism(s) they will use. AS 14.03.255(b)(2)

The oversight of the operation of Discovery Peak is laid out in the Bylaws, in Appendix C. The Board of Directors will ensure that the terms of the contract required by AS 14.03.255 (c) are being met. Additionally, the Board of Directors must comply, where applicable, with any and all provisions of the FNSBSD regarding charter schools, Alaska Statute regarding charter schools, the Fairbanks Education Association, and Educational Support Staff Association. When in doubt of any responsibilities providing any provisions of the law, or of union contract, the APC will consult with the FNSBSD, FEA, and ESSA.

II. Provide the written administrative policy manual utilized by the charter marked as Appendix E. 4 AAC 33.110(a)(13)

Discovery Peak will follow the policies of the FNSBSD. The Family Handbook lays out school-specific procedures and can be found in Appendix E.

III. Provide information on how the charter school will meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; including who will be responsible, what mechanism(s) they will use and how often contact(s) will take place. AS 14.03.255(b)(3)

As laid out in the Bylaws (found in Appendix C), parents will have the opportunity to be a part of the Membership Committee or the Board of Directors. Parents will be invited to attend all Board meetings in order to provide input and feedback to agenda items. Discovery Peak will use the same teacher and principal (head teacher) evaluation forms FNSBSD uses. Other parent teacher conferencing and parent communication options are laid out in the family handbook.

The Academic Policy Committee has held community meetings, engaged social media, distributed fliers, held dialogue with community leaders, and spread news through word of mouth to inform community members about Discovery Peak. The Fairbanks Daily

News Miner ran a story about the potential school.

IV. Provide information on how the charter school will meet the requirements of conferring with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals; including who will be responsible, what school; including who will be responsible, what mechanism(s) they will use and how often contact(s) will take place. AS 14.03.255(b)(3)

Every fall (pre-school year, post lottery process) Discovery Peak will schedule an All School Meeting for parents and teachers, hosted by the Board of Directors, for the purpose of reporting on the progress made in achieving the committee's policies and goals. Additionally, per our Bylaws, the public is invited and encouraged to attend Board meetings.

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

Discovery Peak's annual school calendar will mirror what is created and approved by the FNSBSD.

A Look At Our Day

8:00-8:15 As students arrive to school, 8:00-8:15, they will immediately participate in free play on the playground.

8:15-8:30 School wide movement activity. This includes children walking laps around the school, inside or out and incorporating fitness stations spread throughout the walking course. For example, one corner might instruct students to do walking lunges the length of the next hallway. Another example might have students take their age and do that many squats before continuing on. See image below for more examples.

8:30-8:45 Morning greeting within classroom. Teacher will take attendance, lunch count and students will receive their daily learning menu.

8:45-9:45 Math block with 2 physical activity breaks built within. These physical activity breaks will be directed by the teacher and in the classroom. The teacher will assess what the students need (to refocus, move their bodies, challenge their brain, etc.) and choose an activity. One example, for this classroom physical activity movement, could include popsicle stick choices. When the teacher notices that children need an additional or extra movement break, they can choose a popsicle stick from a jar and have the students do that activity. There could be ten sticks in the jar that could say the following: jumping jacks, balance on one foot, hop and count to ten, etc.

9:45-10:15 Recess/PE Lessons/Physical Activity Rotations- Depending on the day of the week, students will participate in free play recess, PE, team building activities, and fitness options that align with their grade level. The primary cluster will have three recess and two PE lessons per week. The intermediate cluster will have two recesses, two PE lessons and one cooperative team building session. The middle school cluster will have two cooperative team building sessions, one PE lesson, and two group fitness options such as walking, running, yoga, etc.

10:15-11:20 Literacy block with 2 physical activity breaks built within. Physical activity will be incorporated as was done during the math block.

11:20-11:30 Guided Morning Movers - Older students interact with younger students (paired through a buddy system) walking with and guiding them through locomotor skills around the school.

11:30-12:00 School Wide Independent Reading.

12:00-1:00 Lunch/Recess Block- Middle school cluster will have the option of choosing between recess on the playground or open gym.

1:00-3:00 Students will be working in their exploration groups. Physical activity will be incorporated into each one throughout the units. For example, if students are learning about goods and services, they could walk to certain places in the North Pole area to learn more about a certain topic. See other example explorations in document.

3:00-3:15 Clean Up and Dismiss

***See Appendix F-4 for further academic learning descriptions.**

***See Appendix I for a more detailed daily overview for each grade level cluster.**

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)

Not applicable.

Reviewer Rating Template		
Section 2	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of administrative oversight	4, 11, 20, 28	
Evidence of written administrative policy manual	11, 70	

Description of regular parent and teacher contacts for continuous improvement	11, 12, 44, 70	
Description of APC meeting(s) to monitor progress	44-46, 50	

Description of school schedule and calendar	12, 199	
Alternative options for students if no other educational program exists	N/A	

Section 3: Educational Program and Student Achievement

I. Provide a description of the educational program to be offered at the charter school. Information in this section should explicitly detail if the program is designed to meet the needs of students in a particular age group or grade level and/or meet the needs of students who will benefit from a particular teaching method or curriculum.
AS 14.03.255(c)(1), AS 14.03.265(a)(1-3), 4 AAC 33.110(a)(5)

The morning portion of Discovery Peak charter school will follow the Alaska English/Language Arts and Mathematics Content Standards the district provides. Students in grades 2-8 will have a daily individualized plan of learning (Appendix F-1) to work on each day. Students work through daily assignments independently, with a teacher, in small groups, and whole group depending on needs. Students grades K-1 will also work on standards through targeted instruction. An emphasis on gaining independence will be the focus as they transition to individualized learning plans.

The following programs will be utilized to provide individualized instruction and intervention to students at Discovery Peak. This list of programs can be added to at any time as long as the new programs align with the school's core philosophies of individualized learning, community based explorations, and increased intentional physical activity.

Renaissance Flow 360 will be used to assist with individualizing the learning of all students as it provides immediate feedback for both students and educators. The program includes all STAR assessments (Early Literacy, Reading and Math), Accelerated Math and Accelerated Reader 360. As educators, we will be able to maximize our instructional time with a seamless flow of data from assessment to instruction and practice resources and back into a unified measure of student mastery. Effortless data management equals more teaching time. Using STAR, students are assessed to allow for data driven personalization. Next, teachers will quickly and easily find and select recommended skills and resources using the Planner, which connects STAR assessment data with just-right instruction and personalized practice. This allows for instruction that is targeted with flexibility to organize and pace so that students are getting what they need when they need it. Lastly, Accelerated Reader 360 and Accelerated Math practice applications assure students are assigned practice at the appropriate level to motivate and challenge them to propel their growth trajectory, giving students ownership of their learning. This seamless progression from assessment to practice will allow teachers more time for balancing whole class, small group, and personalized learning which gives students the best chance at mastery.

Accelerated Reader 360 will be used to provide independent reading practice for all students. Students will get the most out of reading practice by setting goals for quality of comprehension (average percent correct), quantity of reading (points), and

complexity of text (book level). The program will also be used for instructional reading practice focusing on nonfiction text using close-reading skills. While reading informational articles, close reading skills practice activities prompt students to highlight and tag important information and respond to questions about the text. Appendix F-2

Accelerated Math will be used to provide individualized math practice for all students within a formative assessment process. The program assists teachers with: creating individualized assignments and tests at an appropriate level for each student; scoring and recording results automatically; providing informative feedback to help differentiate instruction and monitor progress; encouraging mathematical discourse and collaboration; motivating students with immediate feedback, and promoting practices for optimal growth and appropriate goal-setting practices. Data gathered daily will drive small group instruction focusing on reteaching and enrichment. Research based evidence of the programs can be found in Appendix F-2.

In combination with software, teachers will be providing whole group, small group, and individualized one-on-one teacher led instruction. Teacher created materials and the list of resources in Appendix F-4 will be relied upon heavily. In order to build ties with our community, we will utilize community specific units and resources. Appendix F-3

Students will keep a writer's notebook of grammar skills using foldables, thinking maps, and writing pieces. This allows for students to progress through their writing skills at their own pace and focus on topics of interest to them. Writing notebooks also provide students with a resource that can be used at any time.

In the afternoon students will be moved into multi-age (K-2, 3-5, 6-8) groups for explorations. Groups will participate in cross-curricular, project based explorations with a focus on community and physical activity. Sample exploration lesson plans can be found in Appendix F-3.

Discovery Peak will utilize the CHAMPS model for behavioral expectations. All staff will be trained at the beginning of the year. Professional development days will be used for reflection, ideas, and advancement. At the end of the year, staff will reflect on the effectiveness of the implementation of CHAMPS and make adjustments as necessary.

II. Provide a written plan that addresses the teacher-to-student ratio, including projected enrollment figures. 4 AAC 33.110(a)(16)

The goal of Discovery Peak is to service students Kindergarten through Eighth grade. We will have a 22 to 1 student/teacher ratio for each class. The morning portion of our day will have students with their grade level peers. The afternoon portion will become a multi-age setting, combining grades K-2, 3rd-5th, & 6th-8th. We anticipate opening with full enrollment with 198 student and 10 full time teachers (9 classroom teachers & 1 Head teacher). Support staff will consist of 3 roving full time aides and one dedicated Kindergarten aide to assist in classroom responsibilities; to equal a total of 4 full time aides.

III. 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)

Discovery Peak will follow the Alaska English/Language Arts and Mathematics Content Standards the district provides. The afternoon explorations will be cross curricular and deeply rooted in the Science and Social Studies concepts in the curriculum guides provided by the district. See Appendix F-3 for examples of

explorations. See Appendix F-4 for sample daily lesson plans for language and mathematics.

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

Discovery Peak will maintain compliance with federal and state special education laws and school district procedures by providing special education and English language learner services. Discovery Peak will service special education students according to their Individualized Education Program (IEP). Accommodations for special education students will follow their IEP. Students whose least restrictive environment can be met at Discovery Peak will be welcomed into the school according to our lottery process. Assessments and Curriculum delivery will be determined on an individual basis for special education, bilingual, and gifted students. The head teacher, the teacher of record, a special education certification, and parents of the student will work together to determine the best course of action for each student with special needs; just as a traditional IEP team would act on behalf of a student. Students with a 504 Plan or IEP that determine Discovery Peak is not an option for their least restrictive environment will be placed according to their 504 Plan or IEP. Vocational education will not be offered at Discovery Peak.

V. Provide written objectives for program achievement desired by the charter. 4 AAC 33.110(a)(7)

Discovery Peak will provide a rigorous, innovative, and personalized academic program.

Discovery Peak will provide hands-on discovery, community-focused problem solving, and unique learning by doing opportunities for students.

Discovery Peak will develop intellectually curious, capable young stewards who aspire to be ethical and compassionate leaders in their community.

Discovery Peak will provide multiple opportunities for increased movement throughout the school day.

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

In addition to testing required by the state, we will be using STAR, formative assessments, and teacher observation for data driven instruction and individualized learning in reading, writing, and math.

STAR, Renaissance software, can monitor progress toward college- and career-ready standards, such as the Common Core State Standards, as well as predict proficiency on state tests. After a STAR assessment is taken, the software uses the resulting scaled score to locate the student's entry point onto the Core Progress learning progression, helping educators learn more about how the student is performing relative to grade-level expectations. Core Progress provides a roadmap of skills, spanning from emergent reading to the level of competence required for college and careers, displaying both prerequisite skills students have typically mastered and skills they are ready to develop next. (From renaissance.com)

STAR (Early Literacy, Reading and Math) is a standards-based test that measures student performance in key reading skills and mathematical abilities providing valuable information regarding the acquisition of reading and math skills along a continuum of literacy expectations. Teachers use results from STAR to facilitate individualized instruction and identify students who most need remediation or enrichment. Principals

access assessment information through browser-based management and regular, accurate reports on performance at the individual, class, and building level.

The learning progression, however, is not a straight trajectory. Because students develop at different rates and in different ways, STAR software includes additional resources for targeted instruction, intervention, and enrichment, including Worked Examples, Skill Probes, and Performance Tasks. Additional content will be continuously developed as a means to probe more deeply into students' understandings and skills development. See Appendix F-4

Reviewer Rating Template		
Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of educational program	4-6, 15-16	

Evidence of written instructional program that addresses content standards and aligns with statewide assessment system	17-18	
Evidence of written plan to address PTR and projected enrollment	16	
Description of plans for serving special education, vocational education, gifted and bilingual students	17	
Evidence of written objectives for program achievement	17	
Description of the mechanisms for student assessment in addition to those required by state law	18	

Section 4: Professional Development

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

Teachers and staff members need to support the philosophy and methodology of the school. Employment at Discovery Peak is contingent upon the candidate's agreement and willingness to follow the school's philosophy, curriculum and methods. This applies to all openings including new hires, voluntary and involuntary transfers. Time will be devoted at the beginning, end of every school year, and Fridays (when necessary) to train new and current staff members on Renaissance Learning programs being used to support individualized learning.

The price points laid out in the budget from Renaissance Learning includes 3 formal trainings on the programs each year. These are available at the beginning, middle, and end of each school year to provide education in best practices for all Renaissance programs.

All provisions of applicable collective bargaining agreements apply to staff members at Discovery Peak. Decisions regarding professional development are made in conjunction with the APC, Head Teacher, and staff members. Professional development decisions are directly connected to the Discovery Peak mission, philosophy, and goals.

A focus on professional development of Physical Education instruction will be a primary goal of Discovery Peak. Attendance of events such as SHAPE conferences will be attended by Discovery Peak staff as necessary to provide rigor in Physical Education to Discovery Peak students.

As available, funds will be allocated for teachers required to or wishing to attend a summer conference focusing on Renaissance Learning, increased physical activity and individualized learning methods.

Over the course of the year, the Discovery Peak Head Teacher and the APC will determine which district trainings are beneficial to the school's teachers as it pertains to the philosophy of Discovery Peak. Additionally, the weekly early release day will allow opportunities for staff planning, review of Discovery Peak curriculum, discussion of assessment data, PLC, collaboration and professional development. We will be following the school district calendar in all aspects aside from our early release on Fridays. When the school district releases early on Fridays for professional development, we will utilize creative scheduling with our aides and volunteers to make up the prep minutes that will be overridden by the professional development delivered on Fridays.

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	20	

Section 5: Facility

I. Provide information on the location for the charter school, description of the facility and lease information. Information in this section should include a description of the process used by the school and district to comply with 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. AS 14.03.255(c)(7)(d), 4 AAC 33.110(a)(15)

Discovery Peak will be located within the North Pole community offering ease in proximity for North Pole residents as well as families of Eielson Air Force Base--neither of which currently have any options for K-8 schools of choice within the Fairbanks North Star Borough School District. Ideally, the school will be located in an area that is conducive to outdoor explorations and seasonal outdoor activities. In order for the facility to best accommodate Discovery Peak's philosophy for learning, we believe the construction of a new building will be necessary. We envision a facility with a floor plan that caters to the blended and collaborative learning of multiple grade levels, areas for small group discussions, and sufficient space conducive for physical activity. We have researched vacant buildings in the North Pole area and have determined that no existing facility will meet all needs without substantial and comparable cost to remodel. Square footage is particularly what is lacking in existing establishments to be able to house a school of nearly 200 students.

Our APC has received a proposal from Double G Investments to build a facility to house Discovery Peak Charter School. The proposal fits perfectly within Discovery Peak's philosophy of increased physical activity. Details of this proposal can be found in Appendix G.

We understand that a newly constructed building may require a longer amount of time to be completed once final approval for the school has been granted, therefore a temporary facility may be necessary. We have also reached out to Gavora, Inc about the possibility of using the North Pole Mall as a temporary location. Once we hear back from our prospective builders, we will know more in regards to the timeframe and feasibility of using a temporary location.

Once approval of Discovery Peak is permitted by the District's School Board and State of Alaska, a formal lease agreement will be finalized spanning the duration of the approved charter (predictably 10 years). We value the importance of a Real Estate Attorney's review of the lease prior to its finalization in order to ensure its fairness and legality between both parties. A lease agreement will be negotiated for the length of time remaining on the Charter School's approval and will include a clear depiction of maintenance responsibilities between FNSBSD and the landlord.

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

With a capped student population of 198 students, Discovery Peak should not encounter the issue of outgrowing its space as long as the initial space is built to suit and meet the needs of a school committed to the structure and philosophy set forth in this application. We do not plan to grow past this initial amount of students. We would like to start with a facility built appropriately for Discovery Peak's size and expectations and remain in the facility.

The proposed floor plan from Double G Investments can be found in Appendix G.

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	191-192	
Evidence of a written facility plans	22	

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)**

Discovery Peak will not discriminate against students on the basis of gender, race, ethnicity, religion, national origin, ancestry, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities, including its admissions policies, procedures, or any other area as defined by law.

The school encourages families to review and understand the philosophy of Discovery Peak before applying. This should help alleviate any misunderstandings or misconceptions of student and family expectations.

Admission Policies and Procedures

Admission Process:

Prospective families of Discovery Peak will follow a three-step process:

1. During the application process, parents and guardians must attend one orientation meeting to learn about the philosophy, curriculum, and daily operation of the school. In addition, they must observe the school in session. Dates for the orientation meetings and visitation arrangements will be posted on the school's web page which is linked to the School District site at <http://www.k12northstar.org>. The orientation must occur before completing the application so that students and their families understand Discovery Peak's unique vision and its requirements.
 - i. These visits may be done by proxy for potential students from military or

- relocating families.
- ii. Virtual orientations will be available for parents who do not have the ability to attend school in session. However, physical attendance is strongly recommended.
2. Parent(s) or guardian(s) will complete the online lottery application for Discovery Peak.
 3. Once completed, students will be electronically selected for attendance. If more students apply than can be accommodated within a grade level, applicants will be drawn by lottery for admission. Lottery drawings will be held on April 15 each year for the upcoming fall.

Admission Criteria:

The Charter School is a parent-choice school. A student enrolling at Discovery Peak must be at least five years old on or before September 1st of the enrollment year. Children must be 6 years old on or before September 1 to attend first grade. A copy of the child's birth certificate is required for each student entering kindergarten or first grade at the time of the lottery application submission. Once accepted, all new students must submit proof of immunization before being admitted into school. At least one parent, or legal guardian, must be a resident of the Fairbanks North Star Borough.

All parents who enroll students in the school are required to contribute volunteer efforts to Discovery Peak Charter School. Parents may choose from a variety of opportunities to become engaged in the day-to-day operation of this innovative school. Flexible opportunities will be offered, organized to fit into the time schedules of parents. Opportunities will range from in-school tutoring, small group instruction, assisting in recreational and community-based activities (both inside and outside the school), clerical tasks, classroom organizational activities, snow removal, weekend activities, furniture repair, cooking, to fundraising. School staff will provide volunteers with a sign-up sheet for each semester's volunteer needs. An average voluntary contribution by a family would be approximately 10 hours per semester.

A "Volunteer Bank" will be available for families to draw from. Families who are able to volunteer excess hours can donate to the Volunteer Bank for others to draw from if necessary. Organizations who donate their time will have their hours donated to the Volunteer Bank as well.

**II. Provide a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity.
Mark as Appendix H. AS 14.03.265(b) Admission, 4 AAC 33.110(a)(17)**

Selection Process

Enrollment at Discovery Peak is voluntary. As per AS 14.03.265 (b) the school shall strive to enroll all eligible students who submit a timely application. In the event of too many eligible applicants, the school will follow Fairbanks North Star Borough School District Lottery Procedures for Open Enrollment. The lottery will be held on April 15 of every spring, for enrollment for the following fall, and will be conducted in accordance with district policy.

We expect more applicants than the school has room to enroll. In this case, all students will be enrolled following a lottery process held on April 15 each year. The lottery determines the waiting list for the following school year. Discovery Peak keeps a waiting list of students that have applied, but were

unsuccessful in being chosen through the lottery for the duration of one school year. When there are openings in the school between the annual lottery, the waiting list is used to fill the vacancies.

In subsequent years all students who have previously attended the school are automatically re-enrolled in the program. Siblings are admitted as a unit so that families can attend the same school. Families with multiple siblings wishing to attend will fill out a single “family” lottery form with the specified number of grade-level slots requested. Although all new applicants must meet application requirements, future students who already have siblings enrolled in the school are given priority to enroll in Discovery Peak, given that space is available at the sibling’s grade level. Siblings are defined as permanent, immediate family members, fifteen years old or younger, who are living in the home. During the process, siblings of selected students will only be admitted if there is space in the classroom of the necessary grade level. Siblings are only admitted if there is space available in their appropriate grade level.

Although all applicants must meet application requirements, children of staff members and of the Academic Policy Committee are given preference, per Discovery Peak Bylaws and Fairbanks Education Association Contract. There is an understanding that this may increase class size of an already full class. However, per FEA contract this accommodation must be made. Class sizes should return to normal as students flow in and out of attendance.

In order to maintain balanced grade level classrooms, and to keep classroom enrollment stable, Discovery Peak will adjust available enrollment slots to reflect grade level openings as needed to keep classes at 22 students per grade level.

Once enrolled, parents or guardians will complete an annual *Intent to Re-enroll* form for succeeding school years, and are expected to notify the school of any change in plans. If a student withdraws from Discovery Peak to attend another school, they are required to complete the application and lottery process again for readmission to the school. Re-enrollment forms must be completed and returned by district-scheduled, second semester parent-teacher conferences to ensure re-enrollment. Not completing the form will cause the student to lose their place at Discovery Peak.

Orientation Meeting

Parents, students, and guardians will attend one of the *mandatory* orientation meetings as scheduled by Discovery Peak School staff. Academic Policy Committee members will explain the school’s philosophy and expectations of our students and parents.

Orientation Meeting Topics:

- School application, lottery, and re-enrollment
- Explanation of the Alaska charter school concept
- Individualized learning structures
- Project-Based Learning
- Connection to our community
- Increased Physical Activity Opportunities
- State standards and how they are met through our program
- Parent involvement (requirements)
- Student behavioral expectations
- School hours
- Transportation
- Meals

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	24-27, 72	
Evidence of a written student recruitment process, including plans if applicants exceed capacity	25-26, 72	

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)

Discovery Peak intends to apply for state and federal grants to help offset the original expenses of opening a school in the first year. We are currently in the process of qualifying for 501c3 status which will encourage tax-deductible donations prior to the formal approval of the charter.

A written projected budget is included in the Appendix H.

II. Provide information on how the charter school will keep financial records, including who will be responsible, what mechanism(s) they will use and how often financial oversight will take place. AS 14.03.255(b)(1)

Discovery Peak will work closely with FNSBSD's finance department to ensure financial compliance in all regards. The Head Teacher will communicate with the APC on a monthly basis regarding financial status. The Head Teacher, in cooperation with the APC, will be ultimately responsible for overseeing the school's finances and confirming compliance with District personnel. Fiscal decisions will be made through the APC and carried out by the Head Teacher.

III. Provide a description of the method by which the charter school will account for receipts and expenditures. AS 14.03.255(b)(1)(c)(6), 4 AAC 33.110(a)(14)(B)

Discovery Peak will follow all district approved practices to account for receipts and expenditures.

Reviewer Rating Template		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Written budget summary and financial plan	28, 194-196, 197	
Description of how financial records will be kept	28	
Description of accountability for receipts and expenditures	28	

Section 8: Transportation

I. Provide a plan for pupil transportation and the district charter school transportation policy, if proposed or adopted, marked as Appendix J. 4 AS 14.09.010 (e)(1-3)(f)(g), AAC 33.110(a)(19)

Discovery Peak will offer transportation by working with FNSBSD and the bussing provider to help students gain access to the school.

Discovery Peak is continuously working with the FNSBSD Transportation Department to determine the best course of action for transportation to and from the proposed location for the school. We have determined that providing transportation is a priority and will be working diligently in the coming year to find a way to provide morning and afternoon transportation for the prospective students of Discovery Peak.

For morning transportation Discovery Peak students would be able to ride the Middle/High bus and be shuttled from the North Pole Middle School to Discovery Peak. This would be no additional cost to Discovery Peak, as all these routes currently exist.

The afternoon routes will be more difficult. Currently, it looks as though we have two options.

1. Students whose home school is North Pole Elementary would be able to shuttle from Discovery Peak to North Pole Elementary, disembark the shuttle bus, and join their traditional routes home. Students who are outside North Pole Elementary routes would ride a route specific to Discovery Peak. This route would be able to collect students at destination stops, rather than having door to door service. The additional route would cost Discovery Peak, and has been allocated for the the *Purchased Services* section of our budget.

2. Students who need bussing services would be released early to utilize a shuttle from Discovery Peak to North Pole Middle. This would be no additional cost to Discovery Peak, as all these routes currently exist. However, this shortens the school day for these students and we would prefer to find a different option.

There is another option currently being discussed that would alter bell times, but will allow Discovery Peak to have their own bus system at no extra cost to the district or the school. This would fall under the current contract FNSBSD has with the bussing provider.

The FNSBSD Transportation Department and Discovery Peak will be in contact throughout the next school year to create a more detailed plan after we determine our student population.

Reviewer Rating Template		
Section 8	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Plans for pupil transportation	30	

Appendix A

Approval of Charter *i. Evidence of*

the local school board approval of Discovery Peak Charter School

FAIRBANKS NORTH STAR BOROUGH BOARD OF EDUCATION

RESOLUTION 2018-18:

DISCOVERY PEAK CHARTER SCHOOL APPLICATION

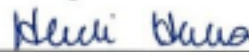
WHEREAS, the Fairbanks North Star Borough Board of Education believes that charter schools provide an opportunity for innovation and diversity in delivery of educational services; and

WHEREAS, per Alaska Statute 14.03.250 a local school board shall forward to the State Board of Education applications for a charter school that have been approved/denied by the local board;

NOW, THEREFORE, BE IT RESOLVED:

1. The Fairbanks North Star Borough Board of Education approves the Discovery Peak Charter School application beginning July 1, 2019.
2. If approved, the school district commits funding to the Discovery Peak Charter School by the amount generated by students enrolled in the charter school as provided in A.S. 14.03.260 – Funding for charter school.

Passed and Approved: June 5, 2018



Heidi Haas, President
Board of Education

Attest:



Sharon Tuttle
Executive Assistant to the Board of Education



Appendix B
School District Contract
***Provided after board approval**

- ii. Evidence of signed contract between the new charter school and the local school board containing all required elements after board approval.

CHARTER SCHOOL CONTRACT
DISCOVERY PEAK CHARTER SCHOOL

TABLE OF CONTENTS

Parties to Contract

Basic Contract

Article 1. Scope of Work

Article 2. Term

Article 3. Consideration and Payment

Article 4. Direction

Article 5. General Conditions

Article 6. Default; Breach of Contract; Remedies

Article 7. Conditions to Approval

Signatures

Exhibit "A-1" – DISCOVERY PEAK Charter School Application

Exhibit "A-2" - Special Conditions for DISCOVERY PEAK Charter School

Exhibit "B" - General Conditions for Charter School Contracts

CHARTER SCHOOL CONTRACT
THIS AGREEMENT MADE AS OF XXXXXXXX

BETWEEN FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
 520 Fifth Avenue
 Fairbanks, Alaska 99701

hereinafter referred to as the "Buyer"

AND DISCOVERY PEAK CHARTER SCHOOL
 2485 Sharptail Ct #A
 North Pole, AK 99705

hereinafter referred to as "Contractor"

WITNESSETH THAT:

IN CONSIDERATION OF the promises and mutual covenants and agreements herein contained, the parties agree as follows:

1. SCOPE OF WORK

Subject to the terms and conditions hereinafter provided, the Buyer engages the Contractor for the furnishing of services specifically described in Exhibit "A-1", "DISCOVERY PEAK Charter School Application," dated XXXXX which is hereby incorporated by reference, as amended by the Supplemental Information presented to the Contractor at the School Board Work Session on XXXXXXXXXXXX, and for such other tasks as may be mutually agreed upon in writing between the Contractor and the Buyer.

The Scope of Work defined at Exhibit "A-1" is clarified and modified by the Special Conditions for DISCOVERY PEAK Charter School at "Exhibit A-2."

2. TERM

The services called for under this Contract shall commence upon approval by the State of Alaska Board of Education and terminate at the end of the XXXX-XXXX school year, subject to earlier termination as provided in this agreement and the exhibits thereto, and subject to annual review by the Buyer as provided in Paragraph 7(B) below.

3. CONSIDERATION AND PAYMENT

A. As consideration for such services, as hereinafter provided, the Buyer agrees to pay the Contractor as provided in Exhibits A-1 and A-2.

B. There is no guarantee of any minimum amount to be paid under this contract.

4. DIRECTION

The Contractor shall report to and be responsible for its performance and receive its direction from the Fairbanks North Star Borough School District Board of Education.

5. GENERAL CONDITIONS

The General Conditions, set forth in Exhibit "B" entitled "General Conditions for Charter School Contracts," which is attached hereto, are hereby incorporated by reference herein.

6. DEFAULT; BREACH OF CONTRACT; REMEDIES

"Default," for the purposes of this contract, is defined as (a) a failure by a party to timely perform any duty, obligation or task delegated to it by this contract or the exhibits to this contract, (b) a failure by a party to adhere to Buyer's Policy No. 935, "Charter Schools," (c) a failure to comply with applicable State and Federal laws and regulations, or (d) the failure by the Contractor to adhere to any of Buyer's rules or regulations not waived by the Buyer. In the event of a default by the Contractor in the performance of this contract, the Buyer and the Contractor shall attempt in good faith to resolve the default informally. Where the default does not jeopardize the safety or well-being of students, the Buyer will attempt to resolve the default through negotiation and discussion before declaring a breach of contract to exist. If the safety and well-being of students is jeopardized, or if negotiations and discussions fail, then the Buyer may declare a breach of contract to exist. In the event of a breach of contract, the Buyer and the Contractor shall have those remedies available under Buyer's regulations and policies and Alaska law.

7. CONDITIONS TO APPROVAL

A. This contract is subject to approval by the State of Alaska Board of Education, and shall create no enforceable rights in either party unless and until the contract is so approved.

B. Approval of this contract by the Fairbanks North Star Borough School District Board of Education is not a commitment to fund the contract in any year except the XXXX-XXXX school year, and funding for the XXXX-XXXX school year is expressly contingent upon the terms and conditions of the motion by which this contract is approved by the Fairbanks North Star Borough School District Board of Education.

IN WITNESS WHEREOF, the parties hereto have caused this Contract to be executed as of the day and year first above written.

DISCOVERY PEAK CHARTER SCHOOL

FNSB SCHOOL DISTRICT

By: _____

By: _____

Title: _____

Title: _____

Date: _____

Date: _____

EXHIBIT A-2
SPECIAL CONDITIONS FOR
DISCOVERY PEAK CHARTER SCHOOL

Dated: XXXXXX

The following special conditions and clarifications apply to this contract.

1. 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.
2. The Contractor has arranged for the availability of premises in and on which it will deliver the services described in the Charter School Contract. The Buyer shall have no responsibility for any claim by any person relating to the premises selected by the Contractor. Claims relating to the premises shall be within the scope of the Contractor's duty of indemnity provided in Exhibit B to the Charter School Contract.
3. *It is anticipated that various support services will be needed by Discovery PEAK Charter School. Such services may include, but shall not be limited to, special education services, nursing services, guidance counseling services, technology support. Details regarding specific services and associated costs will be determined at a later date.*

TABLE OF CONTENTS
EXHIBIT "B"
Dated: XXXXXXXXX

GENERAL CONDITIONS FOR CHARTER SCHOOL CONTRACTS

Article 1.	Applicable Law
Article 2.	Assignment
Article 3.	Confidential Matters
Article 4.	Conflict of Interest
Article 5.	General Relationship
Article 6.	Independent Contractors and Employees of Contractor
Article 7.	Non-Assertion of Rights by Consultant or Others
Article 8.	Notices
Article 9.	Reports
Article 10.	Safety and Security Regulations
Article 11.	Strict Loyalty
Article 12.	Superseding Effect
Article 13.	Amendments and Modifications
Article 14.	Indemnification
Article 15.	School District Policies
Article 16.	Special Education Functions
Article 17.	Rules of Interpretation

EXHIBIT "B"

GENERAL CONDITIONS FOR CHARTER SCHOOL CONTRACTS

1. **APPLICABLE LAW**

Any controversy or claim arising out of or relating to this Contract shall be governed by the law of the State of Alaska. Any litigation under this Contract, if commenced by Contractor, shall be brought in a Court of competent jurisdiction in the Fourth Judicial District of State of Alaska. Pending the resolution of any dispute, the Contractor shall proceed as directed by the Buyer in writing.

2. **ASSIGNMENT**

This Contract is for personal services and shall not be transferred or assigned in whole or in part by the Contractor without prior written consent of the Buyer.

3. **CONFIDENTIAL MATTERS**

The Contractor shall keep in strictest confidence all information relating to this Contract which may be acquired in connection with or as a result of this Contract. During the term of this Contract and at any time thereafter, without the prior written consent of the Buyer, the Contractor shall not publish, communicate, divulge, disclose or use any of such information which has been designated as Buyer proprietary or which from the surrounding circumstances in good conscience ought to be treated as Buyer proprietary. The Buyer shall in all ways comply with statutory requirements of confidentiality. Upon termination or expiration of this Contract, Contractor shall deliver all records, data, information, and other documents and all copies thereof to the Buyer and such shall remain the property of the Buyer.

4. **CONFLICT OF INTEREST**

The Contractor shall not act as an agent, or in a liaison capacity as an officer, employee, agent, or representative of any Buyer supplier or prospective supplier. Except as permitted in the composition of the Academic Policy Committee of the Contractor, the Contractor hereby warrants that there is no conflict of interest in Contractor's full time or other employment, if any, or other personal service contracts, if any, with the activities to be performed hereunder and Contractor shall advise the Buyer if a conflict of interest arises in the future.

5. **GENERAL RELATIONSHIP**

In all matters relating to this Contract, the Contractor shall be acting as an independent contractor. Neither the Contractor nor employees of the Contractor, if any, are employees of the Buyer under the meaning or application of any Federal or State Unemployment or Insurance Laws or Worker's Compensation Laws, or otherwise, unless provided otherwise by separate contract. The Contractor shall assume all liabilities or obligations imposed by any one or more of such laws with respect to employees of the Contractor, if any, in the performance of this Contract. The Contractor shall not have any authority to assume or create any obligation, express or implied, on behalf of the Buyer and the Contractor shall have no authority to represent itself as an agent, employee, or in any other capacity of the Buyer.

6. **INDEPENDENT CONTRACTORS AND EMPLOYEES OF CONTRACTOR**

The Contractor shall not utilize any entities, persons or employees on the work to be performed hereunder except as permitted by Exhibits A-1 and A-2.

7. **NON-ASSERTION OF RIGHTS BY CONTRACTOR OR OTHERS**
During and after the term of this Contract, Contractor shall not assert or permit any other party to assert against the Buyer, any patent or other rights with respect to which Contractor has the right to assert or license at the termination or expiration of this Contract because of the practice of any process or the manufacture, use or sale of any product arising out of the subject matter of this Contract.
8. **NOTICES**
Any notice required to be given hereunder shall be deemed to have been sufficiently given either when served personally or when sent by first class mail addressed to the Parties at the addresses set forth in this Contract.
9. **REPORTS**
The Contractor, when directed, shall provide written reports to the Fairbanks North Star Borough School District Board of Education with the respect to the services rendered hereunder.
10. **SAFETY AND SECURITY REGULATIONS**
The Contractor shall comply with all applicable Buyer security regulations. If the Contractor renders services at the Buyer's facility, Contractor shall not remove any Buyer proprietary information therefrom. The Contractor shall comply with all applicable safety regulations.
11. **STRICT LOYALTY**
The Contractor and its employees shall avoid all circumstances and actions which would place the Contractor in a position of divided loyalty with respect to the obligations undertaken under this Contract.
12. **SUPERSEDING EFFECT**
This Contract supersedes all prior oral or written agreements, if any, between the parties, and constitutes the entire agreement between the parties.
13. **MODIFICATIONS, AMENDMENTS**
No modification or amendment to this Contract shall be effective unless it is in writing and signed by the Contractor and the Buyer. Oral amendments shall be ineffective.
14. **INDEMNIFICATION**
The Contractor shall indemnify, hold harmless and defend the Buyer, its Board of Education, officers, agents, employees and advisors from liability for the actions and inaction's of the charter school, its Academic Policy Committee, teachers, employees, and volunteers. The duties imposed by this paragraph shall include, but not be limited to, (a) disputes and claims, including mediation and 'due process' hearings, arising directly or indirectly out of individualized education plans, the right to such a plan and implementation of such a plan; (b) disputes and claims involving violations or claims of violations of the confidentiality laws regulating schools, parents and children; (c) disputes and claims arising out of imposition of discipline by the Contractor, its officers, agents, employees and volunteers on students; and (d) disputes and claims involving, directly or indirectly, Buyer's Board Policies or Administrative Policies that are waived by the Contractor under Exhibit A-1.

The itemization of specific instances of the Contractor's duty to indemnify, hold harmless and defend is solely for purposes of illustration and is not intended to be complete.

15. **SCHOOL DISTRICT POLICIES**

The Contractor acknowledges that, except where it has opted out of School District Policies and Administrative Regulations in the Contract, the Contractor, its officers, directors, agents, employees and volunteers remain bound by and must comply with School District Policies and Administrative Regulations.

16. **SPECIAL EDUCATION FUNCTIONS**

To the extent that the Contractor may have undertaken special education functions under Exhibit A-1, the Contractor shall be solely responsible for the development, maintenance and implementation of those assumed special education functions for those special education students. The Contractor recognizes and agrees that the Buyer, under federal law, may have liability of the consequences of the Contractor's failure to comply with special education laws, including but not limited to compliance with the Individuals with Disabilities Education Act ("IDEA"). Except where the Buyer has specifically agreed to perform IDEA functions for the Contractor, the Contractor shall have the duty to indemnify the Buyer as set out in Paragraph 14 above. That duty to indemnify shall apply even if federal law would otherwise impose liability on the Buyer.

17. **RULES OF INTERPRETATION**

The Contractor recognizes that while the charter school statutes of Alaska transfer control of enrolling charter school students to the Contractor, certain portions of Alaska law and federal law hold the Buyer accountable for educational deficiencies, injury or other harm that may befall a charter school student enrolled with the Contractor. The Contractor agrees that this charter school contract shall be interpreted to require the Contractor to indemnify, hold harmless and defend the Buyer from all liability whatsoever for performance or non-performance of those duties and responsibilities which the Contractor has agreed to perform under this contract.

Appendix C

Bylaws

Article I-Introduction

These bylaws shall govern the policies and procedures of the Membership Association and the Board of Directors of the Discovery Peak Academy.

Article II-Purpose

Discovery Peak Academy provides a rigorous and innovative academic program. Through personalized learning, hands-on discovery, community-focused problem solving, and increased physical activity, our students will engage in a unique, learn-by-doing curriculum. The mission of Discovery Peak Academy is to develop intellectually curious and capable young people who aspire to be ethical and compassionate leaders in their community.

Article III-Membership Association

Section 1. *Eligibility:* Any voting aged adult residing in the Fairbanks Northstar Borough shall be eligible to join the Membership Association. The board may provide non-voting memberships for organizations or individuals wishing to support the Discovery Peak Academy that do not meet the above criteria.

Section 2. *Dues:* Annual membership dues for individuals shall be ten dollars for individuals and twenty dollars for families. Dues shall be paid upon application for association membership and, hereafter, annually by **September 30th**. Annual dues shall be for the period **October 1st through September 30th** or any portion thereof.

Section 3. *Voting:* Any eligible person present at a Membership association meeting who has paid the current dues prior to the meeting date may vote on business before that meeting.

Article IV-Membership Association Meetings

Section 1. *Annual Meeting:* The Membership Association shall meet at least once annually in October, at a place and on a date determined by the Board of Directors. Notice of the Annual Meeting and a proposed agenda shall be mailed to all members at least two weeks prior to that meeting. Public notice of the meeting shall be published.

Section 2. *Special Meetings:* In addition to the Annual Meeting, special meetings of Membership Association may be called by the Board of Directors. Special meetings may also be called by petition of ten persons within the Membership Association who are not members of the Board of Directors. Any such petition shall state the subject to be considered at the meeting, and only the subject shall be considered at the meeting. Any such petition shall be delivered to an officer of the Board, which shall call the meeting for within thirty days of receipt of the petition and shall deliver sufficient notice to the membership. These meetings do not have to be published in the above mentioned newspaper as they are more last minute and focused.

Section 3. *Quorum:* The majority of the occupied seats of the Board plus any Association members present shall constitute a quorum for the conduct of business at annual and special meetings provided that the total of those present, in person and by proxy, represents at least 1/10th of the total membership of the association.

Article V-The Board of Directors

Section 1- *Election-* The Board of Directors shall consist of nine persons who are voting members of the Membership Association, and whom four shall be elected by the Membership Association

and five by the Board of Directors. The term of office shall be two years, with staggered terms so that a proportional number of seats become vacant each year. A board member may serve for unlimited terms.

Section 2- *Officers* : There shall be four officers of the Corporation: President, Vice President, Secretary, and Treasurer. The Board shall elect its officers annually immediately following the annual general meeting. The duties of the officers are listed below.

a. *President*: The president will be the principal officer and Registered Agent for the corporation and will in general, supervise the business and affairs of the corporation, preside at all meetings of the corporation, and shall sign contracts or other instruments that the Board of Directors has authorized to be executed.

b. *Vice-President*: The Vice-President will perform duties of the President in the absence of the President or in the event of the inability or refusal to act of the President, and when so acting, will have all the powers of and be subject to all restrictions upon the President.

c. *Secretary*: The secretary shall be responsible for minutes of all meetings and all correspondence of the Board and shall keep at the registered or principal office a record giving names and addresses of the members entitled to vote. The Secretary shall be responsible for keeping the records of attendance at all Board meetings and for advising the President, in writing, when a Board seat becomes vacant in accordance with the requirements of Section 6, of this Article.

d. *Treasurer*: The Treasurer shall be responsible for correct and complete books and records of accounts.

Section 3. *Quorum*: A majority of the occupied seats of the Board shall constitute a quorum for the conduct of business.

Section 4. *Meetings*: The Board shall meet monthly, or more frequently as the Board deems necessary. All meetings shall be open to public participation.

Section 5. *Executive Sessions*: For discussion of matters relating to personnel and possible litigation only, the chair shall upon request of any member of the Board declare an executive session.

Section 6. *Attendance*: When a member of the Board fails to attend three consecutive Board meetings, or five meetings in a twelve month period, that seat may become vacant if a majority of the Directors votes for removal of the absent Board Member. That seat would then become automatically vacant, and a replacement shall be chosen as provided in these bylaws.

Section 7. *Vacancies*: When a seat on the Board becomes vacant during a term, that seat shall be filled by a majority vote of the Directors. The appointed member shall serve out the unexpired portion of the term of that seat to which she or he is appointed.

Article VI-Parliamentary Rules

The most recent edition of Robert's Rules of Order, Newly Revised, shall govern procedures not covered by these bylaws.

Article VII-Committees

The Board may appoint committees as necessary to conduct business.

Appendix D-1

Academic Policy Committee

APC Committee Members

1. Sandra Boyle - APC President FNSBSD Teacher
2. Kristine Rosevear - FNSBSD Teacher / Parent
3. Elizabeth Tynes-Peissner - FNSBSD Teacher
4. Krista Borba - FNSBSD Teacher
5. Kristina Clemente- FNSBSD Teacher / Parent
6. Michelle Bunch - Community Member / Parent
7. Monica Becker - Community Member / Parent / ESSA Staff
8. Loreta Thomas - Community Member / Parent
9. Michelle Thomas - Community Member / Parent
10. Heather Jorgensen - Community Member / Parent
11. Susan Grant - Community Member / Parent
12. Allison Bartlett - FNSBSD Teacher / Parent

The Academic Policy Committee recognizes its obligation on behalf of Discovery Peak to act as trustee for public and private funds provided in support of the School. In keeping with this obligation, the Charter School will utilize the administrative and financial policies and procedures provided by the School District.

The members of Discovery Peak's Academic Policy Committee will mirror the current nonprofit (AK entity #10042207) board as listed with the State of Alaska at the time of the application to FNSBSD for charter school approval.

The academic policy committee supervises the academic operation of the Charter School and ensures the fulfillment of the mission and specific levels of achievement for the educational program of Discovery Peak. **This Board meets at least six times per year.** When vacancies occur, Board members will be selected by the remaining APC by a 2/3 majority. **The APC will consist of a minimum of nine members and not more than twelve members.** *A minimum of **four** APC members shall be parents of students at Discovery Peak at the time of their seat. A minimum of **six** seats will be held by current teachers of the charter school.* Staff members that are also parents or guardians of Discovery Peak students and hold seats on the APC shall hold one of the teaching seats. **Terms of office will be two years.**

The APC will function in an advisory role to the academic operations of Discovery Peak. It will be responsible for overseeing the mission and vision of Discovery Peak and provide an important link between the school and community. Supervising staff, budgetary responsibilities, and day-to-day operations of Discovery Peak will be the responsibility of the head teacher and staff. Staff grievances will be handled through union procedures of ESSA and FEA. Current FNSBSD ESSA and FEA employees who are members of the APC prior to the opening of the school will be given hiring priority over non APC applicants. It's the understanding that those on our APC forming committee wishing to work at Discovery Peak, if qualified, will have preferential hiring rights.

Appendix D-2

Meeting Minutes

Date: 10/09/16

Location: Kristine Rosevear's House

Present: Sandra Boyle, Kristine Rosevear, Rosalee Edwards-Sam, Elizabeth Tynes, Allison Bartlett (through FaceTime)

- Discussed name: K-8 Explorers Charter School Initiative
- Assigned positions for committee members
- Examined bylaws for Watershed and Boreal Sun. Discussed similarities and differences and agreed on basing bylaws off of Watershed's bylaws.
- Collaborated on the letter to the superintendent
- Assigned jobs for next meeting

Assigned 10/9 for following meeting on 11/6 at Allison's

- Supporting research to show importance of physical activity - Elizabeth Tynes
- Adjust Watershed Bylaws to our liking. Kristine Rosevear (1-7) & Allison Bartlett (8-13) ●
- Check out Exploration units and give suggestions/add lessons
 - Please follow the organization of the *Snow Sports- Action Figure Surface Tension* lesson. ●

Work on name - ALL

- Renaissance Incorporation - Sandra Boyle
- Find District Application online - Allison Bartlett
- Agreement that state paperwork will be submitted under the name of K-8 Explorers Charter School Initiative - Allison Bartlett

President - Sandra Boyle

Vice President - Allison Bartlett

Director - Kristine Rosevear

Director - Allison Bartlett

Director - Sandra Boyle

Secretary - Elizabeth Tynes

Treasurer - Rosalee Edwards-Sam

Date: 11/06/16

Location: Allison Bartlett's house

Present: Allison Bartlett, Kristine Rosevear, Krista Borba, Kari Lovett, Rosalee Edwards-Sam, Elizabeth Tynes, Sandy Boyle, Alison Gryga, Megan Thompson

Recap

School will focus on/have

- Physical education/activity throughout the day
- Personalized learning
- Explorations; exploration based on district curriculum for social studies, science, etc. ●
- Multiage afternoon
 - 4 and a half day week
 - One class per grade; cap at 22 students.
 - Full day kindergarten with an aid
- ❖ We are now registered as a nonprofit.
- ❖ Goal is to open 2018. If opening by 2018, state approval must be by the end of 2017 and district approval by August 2017. We need to have everything done by June of 2017. The district and state application for a charter school is basically the same.
- ❖ **Funding** - no start up funding yet. Possible funding sources: Rasmuson Fund, construction company, Sadler family, or other group. **We want a gym.** Possibility for location: Buzby/Dawson intersection, go to the right, turn-off to a dead end, 2 lots.

Meeting with Downtown Recap - Concerns

Bussing

- Positives - equality for all/equity
- Negatives - expensive, multiple ages on bus all together

Questions -

- What do parents do on the half day every week?
- How will meals be handled?

Student Transiency - With North Pole having a lot of military, a lot of students will rotate out. Possibly designate 2 spots in each grade as being military for military who move in part-way through the year. Taking students out of other schools to come into this one will affect funding. However, F-35s are coming in, so more families are moving in.

Building Layout Thoughts

- Room with glass separating back rooms allowing for small groups/testing. 2-3 rooms all connected.

Student Thoughts/Concerns

- How to provide advanced math
- Flexibility of moving students among classes to provide challenges/catch up

Diagnostic/Assessment

- Renaissance Learning/STAR
- MAP

Administrative Regulation Document

- Worked on document
- Questions: Difference between charter and magnets? Are there certain themes that need to be hit by certain grades according to the state/feds?

Other

- Allison made a motion - Discovery Peak charter school name. Kristine seconded.
 - Everyone voted - Discovery Peak is the name of the charter school. Eagle is the mascot. •
- Downtown was very positive about being a K-8.

Date: 12/11/16

Location: Kristine Rosevear's house

Present: Allison Bartlett, Kristine Rosevear, Kari Lovett, Elizabeth Tynes, Megan Thompson •

Worked on Intent to Develop A Charter School Application.

- Sent it to all members not present to get feedback.

Meeting with Kraska 2/1/17 @ 4:00

Location:

Attendance: Kristine Rosevear, Rosalee Edwards-Sam, Allison Bartlett, Shaun Kraska

Timelines:

Open 2018

Must be approved by state board by December 2017

Must be submitted to state by October 1st 2017

FNSBSD work sessions scheduled at start of school year. Would need to be done before spring break for any chance of 2018 to be realistic.

Before that - talk to:

- Waivers (FEA, curriculum/grading, different from school board policy) - length of school day, selection of materials
- Wendy Tisland/Claire Morton - anything that doesn't apply to negotiated agreement
- Melanie Haddaway - talk about social studies/science waivers per grade level (chapter 9, 9.10-9.20)

Funding:

- Based on Student counts (ADM)
- 180 kids = 2 million dollars
- July 2018 funding available
- Insurance: \$10-12,000 annual per school (Borough risk: Kevin Smith or Grady Fisher) Board meeting in

August 2nd 2016 finalized Boreal sun application attached for us to review. Startup grants available through state and funneled through district. Other grants run through non-profit.

For next time:

- Find out what our legal structure is for the non-profit. Seek 501c3
- Confirm EIN - documentation through IRS.

Date: 2/12/17

Location: Allison Bartlett's house

Attendance: Allison Bartlett, Kristine Rosevear, Kari Lovett, Elizabeth Tynes, Rosalee Edwards-Sam, Krista Borba

• Discussed Academic Policy Committee and meeting with Kraska from February • Discussed a need to split up document and work on it in our own time. It must be done by May. **Application Section**

Assignments:

Section 1- Rosalee and Elizabeth

Section 2 - Kristine and Kari

Section 3 - Sandy and Kristine

Section 4 - Alli Gryga

Section 5 - TBD

Section 6 - Krista

Section 7 - Allison

Section 8 - TBD

Suggested Meeting Schedule:

February 26 - Kristine Rosevear - 11:30

March 12 -

March 26 -

April 9 -

April 23 -

May 7 -

May 14 -

May 28 -

For next time:

- Section 1 and 2 completed as fully as possible.
- Possible waiver list created.
- Fundraising Ideas
- Tshirt ideas

Date: 2/26/17

Location: Online - Google Hangout

Attendance: Kristine Rosevear, Kari Lovett, Elizabeth Tynes, Sandy Boyle, Kristina Clemente, Alison Gryga

1. Reviewed Section 1 of Application - edited language
 - a. We need to explain how we are going to include Eielson students. Possibly keep a spot open for 2?
 - b. Discussed lottery system.
 - c. Students will bring their lunch.
 - d. Someone needs to collect people's resumes.
 - e. Brought up - can we change things after being approved? Committee will have to decide that.
2. Fundraiser possibilities
 - Paint party - Gallos. Need to find out pricing.
3. Started Reviewing Section 2
 - a. Edited some language
4. Next week, look at Section 3 - Educational Program and Student Achievement
5. Meet at Sandy's house On March 12th.

Skipped meeting March 12th - spring break

Date: 3/26/17

Location: Online - Google Hangout and Sandy Boyle's house

Attendance: Kristine Rosevear, Elizabeth Tynes, Sandy Boyle, Alison Gryga, Krista Borba •

Reviewed Section 3 of application. Discussed student count and money per student.

- Discussed how to do SPED if we didn't have a SPED teacher. We will need a SPED waiver for not having a SPED teacher. Can we write IEPs?
- Worked on assessment part of Section 3.

Fundraisers -

- Fundraiser is not happening in April.

- We will try to do a paint party in May. Maybe North Pole Worship Center can host a paint party. Allison Bartlett may be able to set it up.
- Great Alaska Pizza Co. may be convinced to donate part of their \$5 proceeds to the school. Krista Borba will ask.
 - We could do brochures and snacks for donations at youth sporting events such as softball teams.
- We need to create a Facebook page to get the word out. Maybe ask someone at the Farmer's Market to have brochures on their table. Ruth might do it.
- We need to make sure that whatever fundraiser we do is school appropriate.
- This winter, we can sit in bizarres. Maybe a place would donate heating fuel or something like plane tickets for a raffle.

For next time:

- Ask people for donations and ask to find out who would donate. Maybe find a group that will do a donation based on sales, such as tupperware party.
- Go over Section 4 and 5 next time. The following meeting, review Section 6 and check all sections. Put whole document together.

Next meeting at Sandra's in two weeks.

Date: 4/23/17

Location: Kristine Rosevear's house

Attendance: Kristine Rosevear, Elizabeth Tynes, Sandy Boyle, Kristina Clemente

- Reviewed state application section 4 - Professional Development. Made adjustments as needed. •

Discussed adding things to list of waivers required.

- Transportation, Admission, Fiscal, and Facility all need to be done for next time.
- Reviewed survey to reach out to the community regarding charter school.

Assignments -

- Transportation - Kristina Clemente
- Facility - Allison
- Fiscal - Sandy
- Admission - Kristine

Fundraisers

- Paint night not happening at this point.
- Kickball fundraiser -
 - Volunteers - asking jumpers. They can also be entertainment. Traffic control person. Soldiers for first aid station.
 - Contact Parks and Rec
 - Advertisement
 - Organizing teams
 - Kickball
 - Bases
 - Snack seller - contact food trucks. Frostbite foods. AK cheesesteak. Snowcone vendor. ◦ Luluroe/other organization can have a party in the parking lot and give part of the commission to us
 - Activity for small children

- \$50 per team of 8
 - \$10 per person
 - June 24th - possible date
 - Make flyer - Tynes
- Back to school picnic? Have horseshoes, badminton, etc.
 - GoFund Me Account on facebook

In 2 weeks - finish application and contact district for meeting

Date: 5/24/17

Location: Allison Bartlett's Home

Attendance: Kristine Rosevear, Elizabeth Tynes, Sandy Boyle, Kristina Clemente, Allison Bartlett, Krista Borba

1. Reviewed Section 6 of the application - edited and discussed how to make lottery fair. No more than $\frac{2}{3}$ of one gender in a classroom. Put names in different hats based on gender on the birth certificate. Try to follow the way other charter schools do it so the lottery system stays the same.
2. Reviewed survey results; 38 people filled it out. 5th/6th/7th is where the big interest is a. All 38 said yes to physical activity
 - b. Bussing - only 6 people said yes, 12 people said no, 20 people said depends on start and end time
 - c. Only 3 people said no to multiage
 - d. 100% said yes to hands on
 - e. Everyone said yes to outdoor education; some not interested in it during extreme cold
 - f. Varying responses to how often people could volunteer
3. July 29th - morning star park for kickball tournament
 - a. Register beforehand; register as a team for \$50; \$10 for individual; 8 on a team.
 - b. Have companies pay to come and set-up a booth
 - c. Time limit on game - 45 minutes
 - d. Need a bank account with 3 of us on it.
 - e. Game time?
4. Be present for World's Biggest backpack - August 12th
5. Sibling preference - we don't want to separate families
6. Worked on military wording on application - hold spot for them until the first day of school and then put in the first on the waitlist. What happens if they retire while the kids are enrolled? Kids stay. Once you're in, you're in.
7. Military lottery

For next time:

Go over Section 7 - facilities, kickball tournament, sign bank stuff, work on Appendix, Military Lottery decisions, and paint night

Next meeting date - May 30th - noon; Nordale - 2461 Lindsborg

Date: 5/30/17

Location: Krista Borba's Home

Attendance: Kristine Rosevear, Elizabeth Tynes, Sandy Boyle, Krista Borba

1. Reviewed lottery application page for Discovery Peak; made edits
2. Fundraiser
 - a. No food trucks due to lack of knowledge for how many people will actually show

b. For the Facebook page, do we collect money online or have them pay when they arrive? Start a bank account for it

c. We need kickballs, coolers, chairs, tables, cash box, t-shirts for us to advertise

3. APC Determined -

Kari Lovett, Sally Terch, Bobbi Paul, Rosalee Edwards-Sam, Allison Bartlett, Kristine Rosevear, Megan Thompson, Elizabeth Tynes-Peissner, Krista Borba, Rachel Howe

4. Section 7 - Allison and Kristine

Meet - 6/7/2017 at Kristine Rosevear's house - 12:00

For next time: attempt to go over Section 7 and review fundraising. Work on handbook.

12/06/2017 - Meeting Downtown with Shaun V. Kraska

Met Superintendent

Review - we have the nonprofit status - statewide one but not the 501c3

David Norum - building and facilities

- **Building** - We are tenants in borough buildings; building and facilities can put up whiteboards, etc. Maintenance issues go to landlord; broken windows, etc. Custodial staff are ESSA employees. The owner fixes things but the school district pays for it out of the funding related to the school.
- **Attorney** - District does not look at any contract stuff. Get a real estate attorney. Beware of them trying to raise the rent whenever they want.
- **Codes** - Make sure the building is aligned to certain codes, such as the voice/phone system, fob system, cameras - talk to Robert Hinx.
- **Lease** - There may not be a lease to own. Beware of the contract we get ourselves into. Would there be a conflict of interest if one of the people owned the building? Ask Lisa Pearce; probably a conflict of interest due to APC level.

Other -

- **Funding** - Funding doesn't exist for our school until after July 1 of the year we start. No money affiliated with the school. We don't even exist in the school funding system until July 1. State law changed so now charter schools don't have the large reserve of money. Funding from the state looks different from Boreal Sun forward.
 - Grant Funding - Go to the state website - charter schools grant funding; there's a window of time to fill them out and turn them in. Fill them out after charter school is approved; amount depends on state funding. Money is divided among all new charter schools statewide. Apply for grants no matter what they might be and pay attention to when they are due.

- **Playground Equipment** - risk management needs to be involved with the approval of it. ● **Lawn care** - Think

about snow removal, lawns, etc. Either falls under a different contract or the landlord. **HR - Claire Mortem and**

Brandy Gloria

- 9 teachers. K-8; one teacher per grade
- Part-time sped program. Custodial and nursing - structure ESSA staff however we need.
- **Hiring** - Looking at the reduction piece - teachers need to value movement with the kids, collaboration piece for multiage in the afternoon, use renaissance products. K,1,2; 3,4,5; 6,7,8 multiage when switching.
- **Endorsements** - K-6 needs a K-6 endorsement 7th and 8th grade teacher must have an endorsement in the subject they are teaching. Middle School content endorsement is the best endorsement.
- **Classroom libraries** - no actual library.
- **Transfers** - Mini-interview for internal transfer for those teachers in our team who want to apply to work in the

school will be able to apply; we will get preference. 1st year teachers who wanted to work at Boreal could not transfer.

- **Head Teacher** - Probably Sandra Boyle. It is difficult to get head teachers to required trainings if they are also teaching due to difficulties getting a sub. This can lead to a loss in communication if people aren't getting trained; causes large problems.
- **ESSA positions** - admin secretary, kindergarten full day aide, tutors for rotations and smaller groups, SPED aide, custodian, subs and temps. Admin secretary MUST get to all trainings. Sub funding - ask Lisa
- **Time Clock Plus** - ESSA members will clock in - figure out where in the building
- **Counselor and Behavior Aide** - up to us if we have them; head teacher could take on the role. Charter schools have significant problems if 7th and 8th grade students are present and often need a counselor. We could share a counselor with other charter schools.
- **Professional Development** - are we required to go to all district professional development or can we create our own? We can structure our own; we must go to the one district day that all schools must go to. Do we need a waiver? No, unless we are going to change anything about it.
- **Calendar** - Start and end dates for teachers and support staff; they must be consistent with the district as much as possible. Otherwise MUNIS problems. We are thinking traditional calendar.
- **Friday Early Out** - Question about equal access; grant funder after school program or pay to stay. If the staff for that have been through the volunteer process, then private programs can come in.
- **Kitchen staff** - could we use kitchen staff at another school to prepare food and bring it over? That will be a compliance piece; probably no. Could it be brown bag lunch for free and reduced lunch students?

Michelle Daml -

- How to do interventions - Renaissance Programs. Program is used to help group students based on abilities and test. Program does not do the instruction; it is not the curriculum. Accelerated math would be the curriculum. Change the wording on it in our document. It is a complimentary support. AR is not our English language arts program.
- Standards Based Report Card
- Explorations - Question about realistic - community and project based
- No waivers needed for MAP, PEAKS, etc. We are doing those tests.
- Waivers for science and social studies? Not going to be the exact grade level standards. Students will have choice about what they want to study. Will be addressed later.
- Eielson - Georgia Sangren might be able to help with funding
- Legal - can you hold a position for a military student? Shaun thinks we can't do that, but we can create measures to help students be able to attend. Michael Campbell can help families moving up here; be a proxy for them to be able to apply. Say we will work with military to create a proxy for families moving up.
- Lottery -
 - Military - we don't want to phase them out. We will have a meeting on just the lottery. Sibling preference is different from sibling placement. One of them just puts the sibling at the top of the waitlist.
 - By negotiated agreement, teacher's kid automatically can work there. What if the teacher moves? Can the kid stay forever? Put in our document that student can stay until the end of the school year. OR Strongly encourage staff member to have student go through the lottery placement rather than just the negotiated agreement. Won't have upset parents if the staff member leaves and the student remains.
 - IEP - We have to meet to discuss if we can meet a students' needs based on their IEP. ○
- Computerized Lottery System - quick, efficient, transparent
- APC - talk to Boreal Sun; they took the language out about APC members getting their children into

the school. Have them get their child in using the lottery system.

- Placement - Buzby/Dawson Area; Michelle Damhl's husband might help us.

Date: December 16th, 2017; 4pm-5pm

Location:

Attendance: Sandy Boyle, Allison Bartlett, Kristine Rosevear, Kristina Clemente, Rachel Howe, Krista Borba, Monica Becker

Present:

- Wanted to meet so we could look at what needs to be done and give jobs to people ● We need to be done by February with the whole state app
- Mirror off of BS fiscal documents
- Allison is going to make the final app look formal and with the required format.
- 501C3 needs to be taken care of
 - It is \$400
 - Takes over a year or longer
 - This separates us from the district
- Make a motion to open a bank account!
 - at Mount McKinley Bank
 - That way there is no fees
 - Rachel will get the documents for it
 - We may need signatures on it
 - We need 3 signatures to open one. We will include the following:
 - Kristine Rosevear
 - Kristina Clemente
 - Sandy Boyle
- Tal Harlen- from BS charter
 - We need to talk to her about...
 - Budget
 - Where she got grants
 - Budget development
 - Maybe invite her to one of our meetings
- We need to outline our professional development piece so teachers know specifically ○ Add STEM
 - CHAPS
 - Ren. Learning
- Elizabeth will format the meeting notes
- Kristine will look at appendix
- Free and reduced lunch
 - We need to contact them and see if they can provide sack lunches
 - Kristina will contact them
- Krista will work on the parent/student handbook
- Sped teacher we will put aside for now
 - We know that we want a part time position
- District is moving towards a standards based report card so we might not have to make our own. ● Do we need an estimate on devices so we can budget
 - Would be nice to have a 1-1
 - Chromebooks and ipads are same price
 - Budget for about \$300 per unit
 - In our dream world we would like every kiddo to have a device
- Monica is going to find out more about the Military grant
 - Rachel also knows someone in the VA
 - Coming up with questions for them
- Nurse:
 - We want to get in on the nursing conversation with the other schools
 - Rachel will talk to her doctor about possible people to help with nursing at our school. ● We can't do building design until we have money
- Krista will look at the Rasmuson Foundation Grant
 - <https://www.rasmuson.org/grants/>
 - You need the 501C3 before you can apply this

- Eventually we need to get an attorney to look over the documents for us
- Kristine will get clear information about lottery
- We got our business license last 2016
 - For the 501C3 we have 27 months from the time we got our license
- Sandy will be working on sections 3 and 4
- We will have another meeting
 - Sandy's house January 13th at 10am

Date: January 13th, 2018; 9:30am -

Location: Krista Borba's House

Attendance: Sandra Boyle, Allison Bartlett, Kristine Rosevear, Kristina Clemente, Elizabeth Tynes, Krista Borba, Rachel Howe

- Need to work on budget, staff handbook, student handbook
- We can't have 1 slot for military - take it out. It's not legal.
- Explorations - Kristine Rosevear will send it to Allison Bartlett
- Clemente talked to nutrition services - Amy Rouse
 - To offer lunches, we would need at least a refrigerator
 - Staff training - food safety classes, civil rights, compliance training, point of sale training, deposit of money training, what to do with leftovers and milk
 - District is in charge of providing the food
 - Star of the North - best to go on site and see how it is set up. Emulate them.
 - Maybe have Rouse in on of our upcoming meetings.
- Website - discoverypeakcharter.weebly.com - Allison Bartlett
- Looked over meeting minutes
- Everyone teaching needs to look over section 3 and the handbook
- Middle School students could join in NP middle sports
- Our students could still do running club and ski club
- Building - make a list of things we want in our building. We have someone who wants to design it for us. • Flyer - Kristine Rosevear and Rachel Howe
- Brochure - Kristine Rosevear
- Fundraising - drop off jars at businesses. Krista Borba will make them.
- Have public informational meetings
- Create Facebook page - have bios of people trying to make it happen, vision, etc. •
- Events we can go to - Elizabeth Tynes-Peissner
- Tshirts - Allison Bartlett
- Everyone get one more person to help - hand out flyers, etc.
- 501c3 - Kristine Rosevear is going to work on it
 - Rachel Howe knows a company who can get it done fast and correctly - 10-23 with IRS

Next meeting - 3:00 - 4:00; Boreal Sun Walkthrough on January 15th
Sundog Juicery after for meeting

January 21st - 1:30 - Allison's house
2485 Sharp Tail
Define what the head teacher looks like

Date: January 15, 2018 - 3:00 - 4:45

Location: Boreal Sun Charter School

Attendees: Kristine Rosevear, Allison Bartlett, Kristina Clemente, Krista Borba, Elizabeth Tynes-Peissner, Tal

Discussed budget, head teacher responsibilities, building issues, volunteers

Changed location to Go Wild Juicery - 5:00 -

Discussed jobs

Meeting February 15th - Arctic Explorers in North Pole; 6:00 - 9:00

Date: January 21, 2018 1:30 -

Place: Allison Bartlett's House

Attendees: Allison Bartlett, Kristina Celemente, Rachel Howe, Krista Borba, Sandra Boyle, Kristine Rosevear, Elizabeth Tynes

Floor Plans - Looked at floor plans for Discovery Peak. Need curtains to close in case of lock-down on inside

windows. We could have a partition wall between classrooms.

Head Teacher -

Discussed head teacher duties - is it possible for a head teacher to have a classroom for half a day and complete head teacher duties the other half? According to the other head teachers at other charter schools, no. We need to add another teacher to the list.

Report Card - We WILL need to a waiver to have a different report card. We want a standards based report card. One version could have a reporting key of 1-4; 1 being far below proficient and 4 showing mastery. We are abandoning the A, B, C, D, F.

We could combine standards, such as K, 1, 2, to specify what students have and have not mastered and show where they are working.

We need to create a report card with standards to submit our application. We need some sort of program to create the report card. Rediker could be a possibility.

Recess - Discussed playground - not going to do a Waldorf type playground. We will need a nurse. **Renaissance**

Learning - Discussed counts of Renaissance Learning needs and what programs will be utilized. Renaissance Learning needs to be discussed throughout the year during our PLC as needed on Fridays. **Staff Handbook** -

Everyone needs to be willing to work on collaboration and keep things organized. **Transportation** - We can have a shuttle from the Middle School. The shuttle bus is not that expensive. We can get a quote on price when we have a location. Star of the North releases students early to so they can catch the bus. Watch if we do physical activity at the end so that students won't miss academics? On Friday, parents would have to do a mandatory parent pick up. Middle Schoolers could go to the middle school to do sports on Friday. We need to contact the middle school to find out if our kids can go to the middle school. Rachel Howe is going to find out if the kids can join the extra-curricular activities.

Date: February 2, 2018 - 6:00 -

Location: Sandra Boyle's house

Attendees: Kristine Rosevear, Allison Bartlett, Krista Borba, Elizabeth Tynes-Peissner, Monica Becker
Reviewed application.

Allison Bartlett submitted her official resignation from the APC.

There was a motion by Kristine Rosevear to add Chelsea Sellers to the APC. Sandra Boyle seconded.

Date: February 15, 2017

Location: FNSBSD Downtown

Attendees: Sandra Boyle, Kristine Rosevear, Elizabeth Tynes, Krista Borba, Monica Becker, Rachel Howe, Michelle Butch, Michelle Damhl, Shaun Kraska, Kathy Waskin, Brandi Gloria, Janet Kobb, Holy Servan, Helen Clark, Lauri Snider, Amy Roust

Professional development - short week; would it all be on a Friday? Could probably say we would run the same schedule one day less.

Second page - increased physical activity - specials will be integrated into the curriculum; integrated into science and social studies topics

Page 4 - we are going to base our standards based report cards off of what the school district is already doing. As they create it, we will have K on one report card, then 1st and 2nd on another, and so on....we will be using powerschool

Problem - don't rewrite IEPs to fit the school; make sure if the students' IEP says that they need to be pulled out, they are getting those services

Most charter schools all have a full time special ed. charter school teacher. **Sandy has an idea.**

We can advertise for a position that has a sped endorsement who also teaches explorations. We need to figure out how we are going to do the screenings for these kids - vision and hearing screening. Right now, the downtown person goes, but she says no to going to ours.

There are sped. teachers who are shared between schools.

Backup to STAR if it goes away - aimsweb and MAP

Digital Devices to use these programs is to fund them through grants. The plan is one-to-one devices. If we don't get the grants, we will buy the devices regardless. Kristine does it in her classroom with just 5 ipads, and there is a paper based option.

Clarify the inservice days - use the same school calendar. Parent teacher conferences same dates and plan.

At a minimum - we need a two door commercial unit for refrigeration; we will want some freezer capability, probably just one door. Go look in our schools. They all have this. Stove for explorations. When you cook in a school facility, they need certain types of hoods. Make sure we have those hoods for venting. We will have staff training on the food, sanitation, etc. Star of the North has someone who does nutrition services; we can assign one of our aides to do that.

Consider with building - network equipment (with with Robert Hinkst?), phones, wifi access points, tvs (flat screen at Chinook), video surveillance (at least cameras pointing outside of doors), intercom system,

Devices must be able to do state assessment and district assessments - chromes for \$250 and ipads for \$300 We need to do daily attendance through powerschool like always. Use the new online lottery system.

Facility question - science things. Eye wash places (can be the big bottles; portable), etc., a shower, standard safety stuff

Will DEC want to inspect that kitchen - we will need a facility permit.

Custodian - we may want part time, but we may have to go to full-time. Check with Boreal Sun; they went to full-time. Students can't do a lot of the cleaning that needs to be done due to chemicals. Do the charter schools have to use the

What's an MSDS? Materials Safety Data Sheet. This is an OSHA issue. We all have to be trained on the chemicals used in our school. Create a binder with tabs.

Facility questions - good faith agreement? That is through our 501c3 and APC. We sign those lease agreements. Even with the approval of the board, we do not exist until July 2019. We have budget authority through the school district immediately. It's about a \$2 million amount, and they will be available July 1st, 2019. They can work with us with some of our preliminary orders.

Admissions - consider using the standards application form for Barnette. Can ask about the existence of an IEP, but not details.

We need to make sure we have five hours that the students are in school - we have that with 8:15 - 1:00. Be prepared in the packet and questions concerning how we will address barriers, such as the early out; how can we help families in need who can't come pick up their kids?

We need to set up a time with Lisa to set-up our fiscal details. Next week, Wednesday or on. Fiscal stuff will have to go through a fiscal employee. Head teacher will work the district, and so forth. Staffing - teachers, aids, nurse, admin secretary, counselors, will our head teacher also teach, lunch duty,

Transportation - add a good narrative about how this will work. Under statute, it is under a seat available existing route. No additional costs to us then. We could get the kids to NP Middle and then pay for the bus to get to us.

What school events will be participating in? - science fair, geography b, spelling b, competitive events, etc.. Include in our admission packet if we will be or not. 7th and 8th graders and activities. At a charter school, they are afforded the opportunity to participate in another school. They have to participate in their home attendance area school.

THRIVE - Alicia Burka;

Section 2 - it doesn't sound like we need a report card waiver

Waivers - to prevent random teachers from being put in the school, we need to meet with FEA to get a waiver. FEA has never approved them, even for Waldorf. We don't have the choice concerning transfers, and we are not concerned about that. We don't need any waivers letters.

We can pursue waivers now, and when the charter is up for review, we can do waivers then. Every year we do a renewal with the board. The waiver can't significantly change the mission of our charter, then we have to get

reapproval with the state. If we need a different vendor, that is different.

Other applications ask about services - 504, IEP, ELL, low-income, etc. It should not be on the lottery, but it should be included in enrollment.

If we have students who have federally funded programs, those programs would follow them. ELL is not a federally funded program; it could be a charge to the school. ELL services can not be denied.

We need to decide in case...teachers have the chance to have their kids in the school, so we must consider if we are going to save spots for them or raise our class size for them.

Charter schools have to be prepared to provide nursing services, so we have to have it built in financially. We have to be in compliance...maybe there is a full-time RN nurse who wants a full-time job. Track immunizations, be in compliance, diabetes, medication administration, concussions, etc. We have to provide health services. It must be a nurse. District can't help support that. The state comes and audits; we don't know who they are going to audit.

Timeline for recruiting teachers and support staff. Don't start July 1st - start earlier than that. Once approved, we will talk with the HR department and APC to do this. Make sure we have a contingency plan for the services that must follow the student. Don't allocate our money so tightly that we can't address a need.

The weebly - not operetable. We are working on it.

Consider in the design, how it is going to affect us. When you have 2 stories, it is going to cost much more to heat this. We need to create it with energy efficient places.

Page 61 - parent handbook.

Acknowledgement of everything we need concerning nursing, meds, etc. in our document.

Date: 2/25/18

Location: Monica Becker's house

Attendees: Monica Becker, Chelsea, Heather, Kristina Clemente, Kristine Rosevear, Allison Bartlett, Krista Borba, Elizabeth Tynes, Sandra Boyle

Caught up new people on school information.

Discussed additions made to application.

Facility - Building we want is going to cost too much. Allison and Ken can only do up to \$2.5 million, not \$3 million. We can't get bigger than \$2.5 million when considering monthly loan payments. Buzby is no longer going to work - no sewer; G2 looked into it and \$690,000 just to get sewer there. There might be a building near Midnight Sun. Krista might know someone with land. However, it is either on a landfill or next to a landfill. We should check with North Pole Hotel. Second story requires an elevator which is a huge expense.

Diversity -

Could we have a volunteer bank? Can someone else in the family come in and volunteer to make up the hours? Can we have others come in and volunteer? Link with the seniors. Parents can do take-home packets. Can we outreach to the military?

We cannot provide bussing home on Fridays. Maybe some sort of carpool bank, but that may not be viewed as safe.

PTA could do an afterschool hours daycare thing. Maybe provide up to 4 different classrooms, and someone watches them while we do our prep or we watch them....we have to be able to get our prep though. If it is a pay to stay, then it will be more expensive for larger families. We could allow the kids to stay until the normal time they get out. Could Thrive Alaska help us?

School-wide events - Science fair, battle of the books, spelling B, geography B, speech contest As long as sponsored, we will join in all school extra-curricular activities.

We have to get a new logo - it looks like the test.

Jobs:

Elizabeth Tynes - ThrivAlaska

Kristine Rosevear - Handbook

Allison Bartlett - discuss new logo with someone

Do a GoFundMe on the website?

Appendix E

Family Handbook



2019-2020

Discovery Peak Charter School

Family Handbook

DISCOVERY PEAK **CHARTER SCHOOL**

2019-2020

MISSION STATEMENT

Discovery Peak provides a rigorous, innovative, and personalized academic program. Through hands-on discovery, community-focused problem solving, and increased physical activity, our students will engage in unique, learning by doing curriculum. The mission of Discovery Peak is to develop intellectually curious and capable young people who aspire to be ethical and compassionate leaders in their community.

PHILOSOPHY

The purpose of Discovery Peak is to provide North Pole and its surrounding communities with an alternative K-8 educational option. North Pole and Eielson do not currently have a K-8 option or charter school alternative at this time. Discovery Peak will provide a rigorous and innovative academic program. Through personalized ELA and Math curriculum, hands-on discovery, community-focused problem solving, and increased physical activity, our students will engage in a unique, learn-by-doing curriculum.

COLORS & MASCOT

Eagle
Black, Gold, Grey

ADMISSION

2019-2020

ORIENTATION MEETINGS

Parents, students, and guardians will attend one of the *mandatory* orientation meetings as scheduled by Discovery Peak. School staff and Academic Policy Committee members will explain the school's philosophy and expectations of our students and parents.

ADMISSION POLICY

Discovery Peak will not discriminate against students on the basis of gender, race, ethnicity, religion, national origin, ancestry, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional, or learning disability in its education programs or activities, including its admissions policies, procedures, or any other area as defined by law.

***Staff children who attend Discovery Peak may attend and possibly increase class size to honor the FEA and ESSA contracts. Staff are encouraged to enter their students in the lottery process. If students are not admitted by lottery, they will have to leave the school if their parent leaves their teaching position. If a staff member leaves their position mid-year, their child will be allowed to complete the school year at Discovery Peak, but then must be readmitted through the lottery process.

Each spring, parents or guardians will complete an annual *Intent to Re-enroll* form for succeeding school years and are expected to notify the school of any change in plans. If a student withdraws from Discovery Peak to attend another school, they are required to complete the application and lottery process again for readmission to the school. **Re-enrollment forms must be completed and returned by the district-scheduled, second semester parent-teacher conferences to ensure re-enrollment.** Not completing the form will cause the student to lose their place at Discovery Peak. Before a lottery process begins, students who have siblings who were unable to enroll at Discovery Peak due to class size capacities, are given priority if space becomes available at the sibling's grade level. Siblings are defined as permanent, immediate family members, fifteen years old or younger, who are living in the home. Siblings are only admitted if there is space available in their appropriate grade level.

SCHEDULING

2019-2020

SCHOOL HOURS

Discovery Peak Charter School hours are from 8:15 a.m.- 3:15 p.m. on Monday through Thursday. Fridays are from 8:15-1:45 p.m.

Early dismissal on Fridays will provide collaborative meeting time between staff as well as provide time for professional development.

SCHEDULE:

8:15-8:30 – All School Movement / Morning Movers / Laps around the school

8:30-8:45 – Classrooms (Morning Greetings)

8:45-9:45 Math Block / Instructional Time

9:45-10:15 Recess/In-Class Fitness/PE (rotational schedule each day)

10:15-11:20 Literacy Block / Instructional Time

11:20-11:30 Movement

11:30-12:00 School-wide Independent Choice Reading

12:00-1:00 Lunch / Recess Block

1:00-3:15 Project Based Learning / STEM / Community Service / Outdoors

Monday – Thursday: 3:15 Dismissal

Friday: 1:45 Dismissal

ATTENDANCE

2019-2020

ATTENDANCE

Here at Discovery Peak we value everyday as a learning opportunity. When a child is absent regularly, they miss valuable instruction that cannot be made up.

When a child does not attend school during the week, he or she is considered absent. Parents must notify the office within 24 hours of each day missed. Parents can contact the office whichever way is easiest: come in to the office, send a note in, leave a message, or email the school.

Discovery Peak views attendance as an essential part of learning. Therefore, if a student misses 10 days within a semester their family must appear before the Academic Policy Committee to discuss the reason for absence and defend against possible expulsion from Discovery Peak.

TARDIES

Each morning we start our day with an all school movement activity as well as our school greeting. Because of this, it is important that your child arrives to school on time.

If a child is late, they must get a pass from the office before going to class. Parents must notify the office within 24 hours for the reason of the tardy. Again, parents can contact the office

whichever way is easiest: come in to the office, send a note in, leave a message, or email the school.

EARLY PICK-UP

If a parent or guardian plans to pick up their child early, they need to send a notice to the office or teacher, at the beginning of the school day. Parents/guardians are required to sign their child out at the office before leaving. If someone other than a parent/guardian is picking up a student, a phone call by the parent/guardian is required along with photo ID of the person picking up the child.

VACATIONS

We strongly encourage families to arrange vacations and trips during non-school days. If you must be gone during school days, parents/guardians need to notify the office prior to the absence. The office needs to know when the child will be leaving, how many days the child will be gone as well as the return to school date. Assignments will be at the discretion of the teacher.

LEAVE OF ABSENCE

If you plan to leave the school for more than two weeks (10 student contact days) please fill out the *Leave of Absence* form. This form can be acquired at the front office.

SCHOOL CLOSURES

Discovery Peak Charter School follows the Fairbanks North Star Borough School District's decisions in regard to school closure due to inclement weather.

SAFETY

2019-2020

CONTACT INFO UPDATES

To ensure we have the most up-to-date information for each child, please notify the office immediately if any of the following are changed:

- Home Phone
- Home Address
- Emergency Phone
- E-Mail
- Withdrawal Date
- Parents' Employers
- Extended Vacation
- Cell Phone Number

SAFETY

FNSBSD has a zero tolerance policy toward the possession, threats, or use of a weapon while under school authority. Students involved with weapons at school will be immediately suspended or expelled from school. Weapons such as knives/blades, pepper spray, and firearms: pellet guns, BB guns, air guns, paintball guns, are prohibited.

Students who are aware of dangerous situations need to report it to school authorities right away. Failure to do so will result in discipline consequences for aiding and abetting that behavior.

COLD WEATHER GEAR

Living in Alaska, we have extreme weather. During the winter, every student must wear all cold weather gear: snow pants, hat, gloves, coat, and boots. Students should wear them to and from school, as well as during recess.

Parents will be contacted when students are not appropriately clothed and will be required to rectify the situation. Ensuring students have the proper gear for the weather is a serious safety concern. Students will be enjoying recess in temperatures as low as -20. If it drops below, students will have indoor recess. Please see the cold weather guidelines below.

During rainy seasons, students will also be going outdoors. Please dress your student appropriately for the weather.

-20 to 0	1 to 25	25-36	36-50
Winter Jacket	Jacket	Jacket or Long Sleeve Sweatshirt	Long Sleeves
Snowpants	Snowpants		
Gloves	Gloves	Boots	Long Pants
Hat	Hat		
Winter Boots	Winter Boots	Long Pants (no shorts)	Boots or Outside Shoes
Scarf			

HEALTH

2019-2020

HEALTH

While attendance is a priority, so is proper health. If your child is ill, please do not send them to school. This request is not only for your child, but for other children in our school as well. If a child becomes ill during the school day, the office will be notified and then contact the parent.

Immunization Notice: <https://www.k12northstar.org/Page/1999>

SNACKS

Before coming to school, please make sure your child has eaten an adequate breakfast at home. Students need to bring a mid-morning working snack. These should be snacks that students can eat easily while working. We encourage whole and healthful foods such as whole grains, protein, fruits, and vegetables. Gum, candy and sugary foods should be left at home.

LUNCHES

Students who do not wish to purchase lunch should bring their own lunch. You know your child and their nutritional needs; please pack accordingly. If food allergies are a concern please contact the front office immediately so our staff is informed and ready to assist.

Purchasing a cold lunch is also an option at Discovery Peak. A complete lunch will consist of a sandwich, fruits, vegetables, and milk. Items not purchased with a full meal are sold at ala carte prices; second meal items are also sold at ala carte prices. Milk only purchases are considered ala carte and must be paid for at the point of service.

Meal Accounts and Payments: All students have a meal account in the Nutrition Services point of sale (POS) program. The I.D. number is their six-digit district number that is used to check out library books, use the computer, etc. Students have several choices when it comes to paying for meals. Students can bring in cash or check payments to the kitchen manager/POS cashier. We encourage parents to utilize the online payment feature www.schoolcafe.com

Student Charges: All accounts are pre-pay and no charging is allowed for adults or any secondary student. Elementary students are allowed a maximum of two (2) charges; after that they are given a cold pack only for no more than three (3) days. Ala carte items, milk only purchases, or second meals cannot be charged to the account.

Money left on a student's meal account at the end of the school year will automatically roll over to the new school year. If parents want funds refunded to them they must contact their kitchen manager or NS administrative office at 451-1004 or email foodservice@k12northstar.org.

Allergies: Any student who has an allergy to food items (e.g. milk, soy) must have a physician's statement on file which states the allergy and acceptable substitution. This form can be obtained from the school nurse. We encourage the parent/guardian to work directly with the school nurse who will communicate the information to Nutrition Services staff.

Meals Application Information: Access to meals is guaranteed to every student, even those whose financial situations require assistance. An application for free and reduced-price meals is available in the school office, the Nutrition Services administrative office, on the district website, and online meal application submission is available at www.schoolcafe.com. We strongly encourage parents to do online applications for faster processing of meal status.

All applications are processed in the Nutrition Services administrative office. Per regulations we have ten (10) work days from receipt to process the application. Normally it does not take that long but at the beginning of the year, we receive thousands. In all, we process approximately 5,000+ applications annually.

At the beginning of the school year, there is a thirty (30) day “grace” period for students who were free or reduced at the end of the prior school year. On the thirty-first (31) day, any student who does not have a new processed application on file with us will be required to pay full price for meals. Meal status cannot be retro-actively applied and is valid from the date of approval. Any charges incurred prior must be paid.

Grace period does not apply to newly enrolled students whose siblings have grace period status. *i.e.* four sibling students under one household are free under grace period; if another sibling, such as a new kindergartener, enrolls in the district, that child is not automatically free. A new application for that family must be submitted to determine meal status for all children in the household.

BIRTHDAY CELEBRATIONS

Each classroom has its own birthday protocol to honor students. If you would like to bring a snack in celebration of your child’s birthday, please contact your child’s teacher in advance to make arrangements and check on food allergies.

VISITORS & PARENT VOLUNTEERS

If there is a parent interested in volunteering at Discovery Peak, they should contact the office or return the parent volunteer form. Parents are always invited to participate, with prior arrangements, on field trips and activities that involve their children. Families are expected to invest a minimum of 10 volunteer hours per semester. Please see the parent volunteer form for a list of volunteer options.

Families are asked to volunteer with Discovery Peak to fulfill our students’ educational needs and to support the daily functions of our building. Teachers and the front office can discuss with families how to meet these needs. A volunteer bank is available to families who are struggling to meet their required hours. Please contact the front office if you would like to donate hours or made need to utilize the bank.