

CHARTER SCHOOL CONTRACT
BOREAL SUN CHARTER SCHOOL

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CHARTER SCHOOL CONTRACT
THIS AGREEMENT EFFECTIVE AS OF JULY 1, 2017

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

hereinafter referred to as the "Buyer"

AND BOREAL SUN CHARTER SCHOOL INC.
1062 Steele Creek Road
Fairbanks, Alaska 99712

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", "Boreal Sun Charter School Application," dated June 2016 which is hereby incorporated by reference, presented to the Contractor at the School Board Work Session on June 6, 2016 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 Boreal Sun 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 on June 30, 2027, 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 2017/2018 school year, and funding for the 2017/2018 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.

BOREAL SUN
CHARTER SCHOOL INC.

FNSB SCHOOL DISTRICT

By: _____

By: _____

Title: _____

Title: _____

EXHIBIT "A-2"
SPECIAL CONDITIONS FOR
BOREAL SUN CHARTER SCHOOL

Dated: August 2, 2016

The following special conditions and clarifications apply to this contract:

1. Approval of Boreal Sun Charter School Application adopted by the Fairbanks Board of Education on August 2, 2016 is made a part of this agreement and is incorporated by reference.
2. The Contractor has arranged for the availability of premises in and on which it will deliver the services described in the charter school application. 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.

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Dated: August 2, 2016

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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, it 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 that Buyer accountable for educational deficiencies, injury or other harm the 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.



**INITIAL
Charter School
APPLICATION
for**

Boreal Sun Charter School

FY 2017

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

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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 Boreal Sun Charter School (BSCS) is to provide Fairbanks with an alternative educational option that utilizes the philosophy of Waldorf Education. The other public elementary school alternatives in Fairbanks, two charter schools and one magnet school, are highly desired with long waiting lists. There is also a large homeschooling population that is using the Waldorf philosophy in their homes, because it is not offered in a school setting in Fairbanks.

The first charter school inspired by the ideals of Waldorf Education was in Milwaukee, WI. In 1991, a Milwaukee public school changed its curriculum to use Waldorf methods for its struggling urban students. Since then, 35 public charter schools have joined The Alliance for Public Waldorf Education, and are using Waldorf methods successfully within the public school system, while maintaining the high standards and ideals of the Waldorf philosophy. There are over 200 private/independent Waldorf Schools in the United States, but the Waldorf School movement is global, with over 1,000 Waldorf Schools world-wide. In fact, the first Waldorf School was founded in 1919 for the factory workers of the Waldorf Astoria Cigarette Factory in Stuttgart, Germany. There are two charter schools inspired by Waldorf methods in the state of Alaska: Winterberry Charter School in Anchorage, and Birchtree Charter School in Palmer. Our school will be the first such school in Fairbanks, although a number of local homeschooling families choose Waldorf Methods for their home study.

Waldorf Education strives to meet students' readiness at each age and stage of development, and the curriculum is designed to reflect that. Movement, experiential, and artistic elements are incorporated into every subject, so the children have a hands-on experience of learning. Teachers aim to teach the **whole** child—the head, as well as the heart and hands.

Some of the methods long employed by Waldorf Schools are now found to be sound practices in education, such as arts-integrated subjects, and play based kindergarten. A great emphasis will be placed on penetrating subjects deeply and thoroughly from many different perspectives. We want our children to see, smell, taste, feel, think, and live in the world as fully as possible.

This rich experience translates to high engagement and a depth of knowledge, and is also striven for in the social realm. We will have a looping model, which allows for deep social connections between students, teacher, and parents. Children will loop with the same teacher and class (whenever possible) for first through fifth grades and again for sixth through eighth grades. Benefits of looping with the same teacher are well known, and due to planning for this benefit, students, teachers, and parents all enter into a deeper commitment level for building their community together. Teachers hold an even higher standard of professional development for themselves, knowing that they must be

well rounded and adjust and grow with the children every year. We will also develop a plan for professional development that allows our teachers to deepen their understanding of Waldorf Pedagogy, and attain certification when possible.

Some points that will set our school apart are:

- Lessons are cross curricular and arts integrated to provide in depth study of each subject.
- Introduction of subject matter corresponds with the developmental age of the students, meeting state standards at our own pace.
- The daily routine is structured with recognition of a child's natural learning rhythms.
- Kindergarten is play based.
- Children will keep the same teacher and class group (also known as looping) for grades 1-5, and 6-8 whenever possible.
- Students make their own text books.
- Technology use is limited, particularly in the elementary years.
- Foreign language instruction begins in first grade

Through outreach events, website and Facebook interest, we have established that a significant number of families would take advantage of our program. Additionally, many teachers have expressed encouragement and enthusiasm for our future school. We hope to appeal to, and reach out to a diverse population. Alaska Native families would find our school to be one that embodies some of their traditional beliefs.

- 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 may be found in Appendix A. (Page 22)

- 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 the new charter school and the local school board containing all required elements is marked as Appendix B. (Page 23)

- iv. *Provide the charter schools' bylaws marked as Appendix C. 4 AAC 33.110(a)(4)*

Boreal Sun Charter School's Bylaws may be found in Appendix C. (Page 79)

- 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)*

The Academic Policy Committee (APC) of BSCS formally declared our active board members and monthly meeting times in June of 2014. Monthly meetings have been held consistently with frequent special meetings planned to meet specific work goals. We have grown from a board of three to a board of nine. Our board consists of three parents, one parent/teacher, three teachers, and two community members. We have developed and approved our APC bylaws, maintained accurate meeting and accounting records, and business procedures. We have acquired 501(c)(3) Non-profit status. All of the nine board members have been involved in the charter writing process, and are committed to holding their board position, at least through the first year of school operation. Procedures are in place for expanding the board once the school opens, and plans to renew APC member terms yearly are included in our bylaws.

A list of APC members may be found under Section 3 (TERM) on the second page of our bylaws. (Page 81)

Appendix D includes APC meeting minutes from meetings where discussions regarding academic policies, bylaws, school administration, and school educational programming occurred. (Page 86)

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

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

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 BSCS is clearly laid out in Article 2 of the Bylaws, in Appendix C. (Page 80) The APC will ensure that the terms of the contract required by AS 14.03.255 (c) are being met. Additionally, the APC 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)*

BSCS will follow FNSBSD policies except where waived. Some policies are elaborated in our Parent Handbook. The Parent Handbook may be found in Appendix E. (Page 95) Fairbanks North Star Borough School District policies and regulations may be found on the FNSBSD website at the following URL:

<http://www.k12northstar.org/Page/2662>

- 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)*

In order to review, evaluate, and improve operations of the charter school, BSCS will utilize the FNSBSD Parent Input Survey and Principal or “Head Teacher” Survey; hold weekly staff meetings with collaborative leadership topics; encourage and welcome parents to attend monthly APC meetings; welcome and give an avenue for parent and teacher feedback in handbooks and newsletters; and utilize the Alaska Steps Towards Educational Progress and Partnership (AK STEPP) for guidance in goal setting, and assessment of meeting those goals. The Head Teacher in collaboration with the APC, is ultimately responsible for ensuring completion of the above.

- 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 mechanism(s) they will use and if contact(s) will take place more frequently than once a year. AS 14.03.255(b)(4)*

Every fall BSCS will schedule an All School Meeting for parents and teachers, hosted by the APC, 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 monthly APC meetings.

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

BSCS will follow the annual FNSBSD calendar. We plan to follow a daily schedule that allows for a weekly staff meeting built into our day. Students will have a 6.5 hour day M, T, W, F, and a 5 hour day on Thursdays to facilitate our weekly staff meeting. Staff will have a 7.5 hour day M, T, W, F, and an 8 hour day on Thursdays. Exact times have been listed in Appendix B (Page 36), but are subject to change upon finalizing our site location and transportation details.

- 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)*

BSCS, as a charter school, offers school choice to the community. Students who do not choose to attend BSCS may attend their local neighborhood school, or another optional program or school.

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

Reviewer Rating Template		
Section 2	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of administrative oversight		
Evidence of written administrative policy manual		
Description of regular parent and teacher contacts for continuous improvement		
Description of APC meeting(s) to monitor progress		
Description of school schedule and calendar		

Alternative options for students if no other educational program exists	May be “not applicable”	
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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.*

BSCS's educational program will mirror those of other Public Waldorf schools, and can be read in detail in our district charter application, Appendix B. (Page 24) We intend to demonstrate that the integrated approach of educating the whole child using the arts, and the developmental model that the Waldorf philosophy uses, will enable our students to perform at a high level academically, and encourage a high level of engagement. Our school will appeal to and meet all types of K-8 students.

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

Initially, BSCS plans to start with Kindergarten-seventh grades. We anticipate capping our kindergarten class at 20 students, and grades classes at 24. If full, we would have 188 students in our first year. The next year we will grow a grade, and hire a new teacher, until we reach eighth grade. We would start with eight full-time classroom teachers, and grow to nine full-time classroom teachers. Based on this formula we will have a ratio of 1:23. The Head Teacher, with input from the classroom teacher, will have final discretion in regards to enrollment in a class. Our total enrollment upon reaching capacity would be 212 students. Eventually, if there is enough demand, and the APC feels the foundation is firm enough, we would explore the possibility of expanding to double track classes (i.e., 2 kindergartens, 2 first grades, etc.)

- 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)*

In order to insure state standards are met BSCS will use The Alliance for Public Waldorf Education's manual, "Public Waldorf Schools and the Common Core Standards," which is a correlation manual of Common Core to Waldorf Curriculum standards. This document is helpful, as Waldorf Curriculum places some state standards at a different grade level. A sample of two grade levels is included in Appendix F. (Page 106) The full document may be found at the following URL: <http://www.allianceforpublicwaldorfeducation.org/research-and-resources/>

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

Performance standards and assessments, as well as determination of successful student progress and attainment of outcomes for students with exceptional needs and English Learners, will be defined appropriately on a case-by-case basis, according to their Individualized Education Program (IEP) and/or English proficiency levels

and any additional recommendations by the Special Education teacher(s). BSCS will deliver special education services that comply with FNSBSD policy, state, and federal law. All students with disabilities whose least restrictive environment includes BSCS's educational setting will be provided services, accommodations, and modifications as set forth in an IEP or a plan through Section 504 of the Americans with Disabilities Act (504). Students determined by an IEP or 504 plan to need a more restrictive setting than BSCS will be served in their least restrictive environment as determined by their IEP Committee. BSCS does not plan to offer specific vocational education classes.

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

BSCS expects to see overall student annual growth. Initially, BSCS will purchase and use assessments from Bonnie River of Gradalis Consulting. These standards (example provided in Appendix B, Page 49) were designed to align Waldorf methods curricula with State Standards over the nine-year period of kindergarten through eighth grade. Currently a project is underway through The Alliance of Public Waldorf Education to align Waldorf assessment rubrics with the common core standard numbers used in their correlation document. We will switch over to these rubrics when they become available. Quarterly narratives will briefly outline each student's progress using these rubrics. These rubrics track individual student progress in regard to specific skills and areas of knowledge from the curriculum. Students will meet or exceed the class standards on the grade level rubrics (Comprehensive Curriculum Reports). This will be the primary of source evaluation for our specific curriculum. Additionally, parent feedback, report cards and grades, grade specific assessments, state mandated testing and school evaluation will contribute to our success.

-Comprehensive Curriculum Reports will be a part of a teacher's professional evaluation with the head teacher. The expectation is that students who are not meeting the achieved level of performance on the skills rubrics are progressing steadily.

-State Mandated Testing--Studies have shown that many charter schools using a Waldorf aligned curriculum find that they generally score lower than other schools in their district in the lower grades, but exceed scores of peer schools in state assessments by eighth grade. We anticipate this outcome in our school, due to the emphasis of our core curriculum, which is slower to explicitly teach certain concepts, until 5th grade and above. Parent education will include an awareness of this possibility in test score results in younger grades.

- 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)*

-Comprehensive Curriculum Reports will be a part of a teacher's professional evaluation with the head teacher. The expectation is that students who are not meeting the achieved level of performance on the skills rubrics are progressing steadily.

-Parent Feedback--Annual parent-surveys conducted by the district, and parent feedback to the head teacher and APC will ensure parent communication is more than sufficient.

-Portfolios will be displayed at the end of the year in all school celebrations encouraging high work ethic and expectations.

-Report Cards and Letter Grades--The head teacher will guarantee report cards and narratives are completed at the end of each quarter.

-The First Grade Readiness Assessment--Results of this assessment are formative only and will be shared with the class teacher, special education teacher, and other support teachers as necessary and placed in student files.

-The Second Grade Assessment--Results of this assessment are formative only and will be shared with the class teacher, special education teacher, and other support teachers as necessary and placed in student files.

Addressing Struggling Students--In addition to regular parent conferences, these are the steps we will take when a pupil is not achieving at grade level: Faculty or members of the faculty will initiate a “child study” as part of the regular weekly faculty meeting to discuss the individual child’s situation. The observations and feedback of several teachers who know the child will be sought. The faculty will then come up with an individualized intervention plan for the pupil. This can involve receiving supplemental support services, tutoring, alternative instructional materials, or a remediation program. Parents will be informed of the team’s recommendations and kept apprised of intervention implementation. Their advice and insight regarding the issue will be sought.

Reviewer Rating Template		
Section 3	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of educational program		
Evidence of written instructional program that addresses content standards and aligns with statewide assessment system		
Evidence of written plan to address PTR and projected enrollment		
Description of plans for serving special education,		

vocational education, gifted and bilingual students		
Evidence of written objectives for program achievement		
Description of the mechanisms for student assessment in addition to those required by state law		

Section 4: Professional Development

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

Teachers and staff members need to embrace the foundational philosophy and methodology of the school. Employment at BSCS is contingent upon the candidate's agreement with the Public Waldorf philosophy, and willingness to follow the school's curriculum and methods. This applies to all openings including new hires, voluntary and involuntary transfers. Every effort will be made to achieve our goal of 80% Waldorf certified teachers within the first five years of operation. This also meets the standard set by the Alliance for Public Waldorf Education, of which we are a member. A new program through Antioch New England Graduate School has been created. The Building Bridges Program will allow for one of Antioch's three summer sessions towards certification to be completed in Alaska. This is new for the 2016/2017 school-year, and may be offered for the following year as well.

All provisions of applicable collective bargaining agreements apply to staff members at BSCS. Decisions regarding professional development are made in conjunction with the APC, Head Teacher and staff members. Professional development decisions are directly connected to the BSCS mission, philosophy, and goals. Many certification programs are available for staff members including summer sequence programs, online options and bringing programs to Alaska in conjunction with the two other Public Waldorf schools. BSCS is committed to an early monetary investment towards contributing to the costs associated with obtaining Waldorf certification for our initial teachers. We are pursuing grant opportunities to fund this priority.

As available, funds will be allocated for teachers required to or wishing to attend a summer conference focusing on Waldorf methods and their grade.

Over the course of the year, the BSCS Head Teacher and APC will determine which district trainings are beneficial to the school's teachers, and provide for Waldorf training on in-service days. Additionally, the weekly early release day will allow opportunities for staff planning, review of Waldorf curriculum, discussion of assessment data, collaboration and professional development.

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

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

Reviewer Rating Template		
Section 4	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant

Description of and schedule for planned professional development		
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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)*

The Fairbanks North Star Borough School District does not have any existing facility available to lease to BSCS.

The BSCS APC has been actively pursuing our options for securing a building to lease. Potential contractors and realtors have responded encouragingly. Our plan is to start K-7 and grow to K-8 the following year. We would like to expand to double track classes in a few years if interest is high and enrollment is strong, so ideally we'll find a site that will accommodate future expansions. We have three very good options listed below:

1. 150 Eagle Ave, Fairbanks, AK 99701. This building was originally an Athletic Club, and has been leased for office space most recently. This building is 20,000 square feet, and sits on a 1.3 acre lot. It is more than adequate size, and will have room for future renovations if we would like to expand. Benefits of this location include a very diverse neighborhood with many residences within walking distance, and close proximity to several parks, a bike path, downtown cultural attractions, and the Fairbanks Community Garden.
2. 1602 10th Ave, Fairbanks, AK 99701. This building currently houses The Salvation Army. It sits on approximately an acre lot, and is across the street from an existing public school, so transportation could be shared. This site shares the benefits of the above site, in many respects, and has access to sports fields in addition to parks and a bike path by the river. Building on this site would require some expansion.
3. 2175 University Ave, Fairbanks, AK 99709. This building has been traditionally used for retail business, office space, and educational programs. The building is larger than our needs, but would not need much renovation. It lacks some of the close recreational and cultural opportunities that the other locations have, but it may be more affordable, and is fairly accessible to many parts of town.

We anticipate entering into a 10 year lease, with the option to purchase at the end of our lease.

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

Our plan is to start K-7 and expand to K-8 as the school develops. This building is more than adequate size, and will be renovated to suite our needs. We would also like the possibility of expanding to double track classes (two of each grade). There is enough room for future renovations if we would like to expand. As a new member of

the community and of a neighborhood, we want our school to be a positive landmark. We want it to “feel” good inside and look good outside. Aesthetics of the school grounds as well as the building will be important.

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

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

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

Section 6: Admission

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

BSCS will not discriminate against pupils 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.

BSCS welcomes any student whose families are willing to make a commitment to follow the expectations outlined on our Family Commitments Form and in the Family Guide. The expectations are presented in our Intent to Enroll form and the Family Commitments Form is signed during the registration period.

BSCS encourages prospective families to familiarize themselves with our program and to apply if they fit the admission criteria, and can commit to our school's philosophy. BSCS offers many opportunities for prospective parents to learn about our program. These include presentations to prospective parents about Waldorf inspired education, school tours, and information about Waldorf education presented in flyers and on the school website. If parents believe that our school program is a good fit for their family and are interested in enrolling their children, they will fill out an "Intent to Enroll" form for their child and submit it by the posted deadline.

Our Non-discrimination Policy is included and marked as Appendix G. (Page 119)

- 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)*

Student recruitment for BSCS will strive to represent the diverse population of the Fairbanks North Star Borough. Providing open seasonal events at our school, will showcase our program and site. Additionally, BSCS will distribute information about the school via brochures in day care centers, local churches, military bases, optional school fairs, local Head Start facilities, and tribal organizations. We will also use the newspaper to share information about the school. Our website and Facebook page will be utilized to the fullest with current information about our school. We recognize that our best chance at diversity and equity is to start with a diverse population right from the beginning. All efforts will be made to make information about our school available to the Fairbanks community.

Our waitlist and lottery process is outlined in our Admissions Policies and Procedures, and marked Appendix H. (Page 120)

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

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

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

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)*

BSCS plans to apply for a federal non-SEA CSP grant (**CFDA Number:** 84.282B) to assist with planning, program design, and program implementation in our first year. We also plan to do community fundraising events. A written budget summary, projected budget, and funding estimate from the district (demonstrating the indirect rate of 4%) are included in Appendix I. (Page 124)

- 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)*

BSCS plans to work closely with the Fairbanks North Star Borough School District’s Finance Department to insure compliance in all areas. The Head Teacher will provide reports on the financial status of the school to the APC on a monthly basis. The APC is ultimately responsible for financial oversight, which will be most strongly held by the Treasurer.

- 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)*

BSCS will follow all district-approved practices to account for receipts and expenditures.

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

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

Reviewer Rating Template		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Written budget summary and financial plan		

Description of how financial records will be kept		
Description of accountability for receipts and expenditures		

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)*

BSCS is committed to offering transportation in at least a limited form by collaborating with the FNSBSD to combine our busing needs with any current bus routes once our site has been finalized. Having our site close to public transportation is a high priority for us as well. The district’s Transportation Policy is marked Appendix J. (Page 127)

References: AS 14.09.010 (e)(1-3)(f)(g) Transportation, 4 AAC 33.110 Charter School application and review procedure, 4 AAC 27.057 Charter School Transportation policy.

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

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

APPENDIX A
Evidence of Local School Board Approval

“evidence of the local school board approval of the new charter school”

- (2) the written decision of the local school board;
- (3) all other materials considered by the local school board in support or in opposition to the application; and
- (4) the minutes of the local school board meeting at which the charter school was approved.

APPENDIX B
Evidence of Signed Contract

Boreal Sun Charter School
Charter Application
June 2016

borealsunschool@gmail.com
borealsuncharterschool.org

Academic Policy Committee Members and Contact Information

Tal Harlan-Teacher (Designated Contact Person)
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harltal@aol.com

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Karl Hough, Community Member
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Deborah Bennett, Teacher
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Kyla Wilkinson, Parent
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Heather Conklin, Community Member
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Cassie Jackson, Teacher
thacker.cassie@gmail.com

Natasha Prax, Parent
praxfamily835@gmail.com

1) Description of the Educational Program

Mission of the Charter School

The Boreal Sun Charter School (BSCS) will provide K-8 students with a cross-curricular arts-integrated program inspired by the philosophy of Waldorf Education. State standards will be met with significant attention given to the developmental model of the unfolding child as practiced in the Waldorf philosophy.

Curriculum and Academic Goals

Waldorf Education strives to meet students' readiness at each age and stage of development, and the curriculum is designed to reflect that. Movement, experiential, and artistic elements are incorporated into every subject, so the children have a hands-on experience of learning. Teachers aim to teach the *whole* child—the head, as well as the heart and hands. Some of the methods long employed by Waldorf Schools are now found to be sound practices in education, such as arts-integrated subjects, and play based kindergarten. A great emphasis will be placed on penetrating subjects deeply and thoroughly from many

different perspectives. We want our children to see, smell, taste, feel, think, and live in the world as fully as possible. For this reason, subjects will be taught in thematic blocks during a “main lesson” time every morning.

This rich experience translates to high engagement and a depth of knowledge, and is also striven for in the social realm. We will have a looping model, which allows for deep social connections between students, teacher, and parents. Children will loop with the same teacher and class (whenever possible) for first through fifth grades and again for sixth through eighth grades. Benefits of looping with the same teacher are well known, and due to planning for this benefit, students, teachers, and parents all enter into a deeper commitment level for building their community together. Teachers hold an even higher standard of professional development for themselves, knowing that they must be well rounded and adjust and grow with the children every year. We will also develop a plan for professional development that allows our teachers to deepen their understanding of Waldorf Pedagogy, and attain certification when possible.

In order to insure state standards are met BSCS will use The Alliance for Public Waldorf Education’s manual, “Public Waldorf Schools and the Common Core Standards,” which is a correlation manual of Common Core to Waldorf Curriculum standards. We will supplement this document with any Alaska Standards that are not met by the Common Core Standards. A sample of two grades is included following this section.

The kindergarten focuses on hands-on activities and experiences that promote students' physical development, sensory-motor skills, and social development. In first through eighth grades, our teaching approach and curriculum emphasize the development of imaginative thinking (key to problem solving and analytic reasoning), while helping students deeply understand and connect to what they learn.

Grades 1-8 students engage in artistic activities that are directly integrated into the academic curriculum, thus deepening their social and emotional "feeling" or connection to their subject matter, with the goal of creating a lifelong love of learning. Using a curriculum inspired by Waldorf education and the instructional approach outlined below, BSCS will strive to ensure that each child meets both the Alaska State Standards and the Waldorf Curriculum Standards by the time he/she exits eighth grade.

Please note that the curriculum inspired by Waldorf education determines that some of those standards will be addressed at grade levels that are different than those stated in the Alaska State Standards. Some of the sequencing within the standards shall be accelerated or decelerated based upon the developmental model of the child upon which our curriculum and methodology is based.

Prior to enrollment, all parents will attend a Parent Information Meeting facilitated by the Head-Teacher, during which it will be explained that the Waldorf Curriculum Standards do not correlate grade by grade with the State Standards—especially in the lower grades. Each parent will also receive a folder with information further explaining our curriculum. We will make our Waldorf Curriculum Standards available to parents at the beginning of each school year. Based on the needs of the individual student, a transition plan for students who leave prior to the 8th grade will be developed at the request of the parent or suggestion of the teacher.

Kindergarten Overview

Our kindergarten curriculum will lay the foundation for academic success in later grades. It is designed to enhance the young child’s physical development, which includes fine and gross motor skills, language development and sensory integration. In addition, the

activities of the kindergarten are structured to strengthen the child's imagination, creativity, social skills, and sense of self-confidence. Teachers involve the students in maintaining the orderliness and organization of materials, preparing the foundation for orderly thinking. Literacy begins in the kindergarten with a rich oral language base. The teachers use storytelling, including classic and modern fairy tales from various cultures, to develop the students' attention span, concentration, vocabulary, speaking, and listening comprehension skills, and to lay down the basis for reading comprehension. Through drama, rhythmic poetry, nursery rhymes, and songs, the teachers further immerse the children in vivid and imaginative oral speech and literature. The teachers use puppetry, engage the children in acting out stories rich in vocabulary and imagination, and lead singing games to teach comprehension strategies such as story sequence and character development.

Kindergarten introduces the fundamental concepts of mathematics through creative play and daily practical activities. Mathematics begins in the kindergarten with sorting, one-on-one correspondence, counting from 1 to 30, patterning, and identifying shapes. Through daily practical activities such as setting the table, students learn to pattern, as well as to identify, sort, and classify objects by attribute. The approach, through imitation and creative play, uses raw materials such as logs, nature blocks and driftwood of different shapes and sizes, seashells, stones, pinecones, etc. By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe, and sort objects, and develop a sense of properties and patterns. They explore economics through imaginative play that involves sorting and trading objects of different sizes and properties.

The science curriculum gives the children a multiplicity of experiences with the natural world. In the physical sciences, students' creative play involves them deeply in exploring basic physics principles, such as mass, density, gravity, balance, and the creation of pulleys and levers. Students experience the properties of heat and cold through cooking, as well as observing seasonal changes. Life science and earth science start with students observing common objects using their five senses. Students learn to communicate observations orally and through drawings. Nature tables as well as frequent nature walks provide an awareness of the seasons and a connection to the natural environment. The students experience the cycle of growth through gardening, from seed to harvest to transformation through cooking.

Other activities involve students directly in the transformation of colors and natural materials into useful and beautiful creations. These activities include combining colors in watercolor painting, carding and felting raw wool, and making dolls from garden grasses. Finger knitting develops fine-motor skills and nurtures children's ability to focus and concentrate, while fostering hand-eye coordination. Students' development of fine motor skills and focus is essential for learning to read and write, as well as for doing mathematics and other academic work. Problem-solving skills have their foundation in creative play that transforms the environment in inventive ways. Creative play provides students with opportunities to imagine, plan, and carry out increasingly complex activities. During creative play, teachers guide students' growing capacities for creative problem solving and social interaction. Early childhood research indicates that growing capacities is serious work for young children, forming the basis for later scientific thought (analytical critical thinking skills and problem solving).

Grades Overview

The school day for the grades will begin with the Main Lesson, a two-hour instructional period focusing on the core curriculum and integrating a variety of learning approaches to encourage student learning through multiple modalities (visual, auditory, kinesthetic) and meeting multiple intelligences. Each core subject, defined as mathematics, language arts, science and history/social studies/geography, is taught in a unit or block, generally lasting three to four weeks, thus immersing the student in a particular subject. Teachers will strive to design lessons and schedules that best reflect the way children learn at different developmental stages. Core academic curricula will be taught through presentations, writing, reading, recitation, drama, painting, and drawing. This multi-disciplinary style, combined with the unit block approach, is central to BSCS's teaching strategy since it promotes and develops active listening, imagination, memory, and vocabulary. In addition to the main lesson, students spend two or three additional periods each day in core academic subjects. For one or two periods each day students attend non-core special subjects such as an additional Language (beginning with Yupik), handwork, music, and Movement. A grade-by-grade overview of the curriculum is provided on pages 11-12; variations in the general curriculum may occur depending on the teacher, the particular class, and the grade.

Curriculum Overview	Mathematics	Language Arts	Science	Social Studies
First Grade	whole numbers, counting, four processes, Roman numerals, geometric shapes	capital letters, reading from own writing, phonics, short plays, choral recitation, rhythmic poems, fairy tales	nature studies through stories and experiencing local natural environment through walks and gardening	multi-cultural stories as language arts content
Second Grade	continue with four processes, include carrying and borrowing in addition and subtractions, story problems, multiplication tables, geometric patterns	elements of grammar (naming, describing words), beginning cursive, summarizing, animal fables, legends of heroic people from around the world	nature studies through stories and experiencing local natural environment through walks and gardening	multi-cultural stories as language arts content
Third Grade	multiplication tables through 12, weight, measure, length, volume, money, time, multi-digit multiplication, long division	elements of grammar, punctuation, compositions, stories from ancient history including Old Testament	continuation of garden and nature studies, soil studies	study of practical life (farming, house building, clothing, and cooking) with particular emphasis on Alaska Native cultures
Fourth Grade	fractions, factoring, continued long division, multiple digit multiplication, averages, word problems	parts of speech, grammatical rules, verb tenses, poetry writing, Norse Myths, Alaska Native stories	zoology, descriptive study of animals	local geography and history, map making from classroom to home, to region, Alaskan History
Sixth Grade	percentage, ratio, money interest, proportion, business math, geometry	grammar, poetry, ballads, tales of chivalry, descriptive and expository writing	physics, geology, mineralogy	North and South America, Ancient Rome through the Middle Ages
Seventh Grade	business math, graphs, algebra, perimeter, area, exponents	creative writing, research papers, business letters, composition writing, historical literature, poetry	chemistry, physiology, nutrition, first aid, anatomy, meteorology	Africa and Europe, map reading, 1400-1700 Exploration, Reformation, Renaissance
Eighth Grade	practical math, percent, equations, plane and solid geometry, algebra	grammar, compositions, business and practical writing, Shakespeare, dramatic and epic poetry, folklore	organic chemistry, physiology, physics	Asia, Australia, Antarctica, global contrasts, global commerce and economics

Curriculum Overview	Foreign Language	Movement	Music	Art
First Grade	songs, games, poems, stories, colors, numbers, basic vocabulary	seasonal games, cooperative games, circle games and activities, jump rope, hand clapping games, simple dances	pentatonic flute, seasonal songs	curves, straight lines, patterns, wet on wet painting with primary colors, finger knitting, two needle knitting, beeswax modeling of simple figures
Second Grade	days, months, seasons, fables, family vocabulary	tumbling, hop scotch, jump rope, hand clap games, weaving in and out of circle, circle dances	pentatonic flute, folk songs, simple rhythms	symmetry, mirror drawing, running forms, drawing animals, painting with all colors, purling, modeling scenes
Third Grade	conversations, time, food, basic grammar, complex commands, simple stories	ring games, line games, circus arts, jump rope, circle dances	diatonic flute, octaves, rounds, basic notation, rhythms, simple partner songs and rounds	4 quadrant symmetry, metamorphosis forms, nature paintings, crocheting, modeling scenes
Fourth Grade	writing, reading, plays, verb tenses, spelling, short dictation	running, jumping and throwing games, obstacle courses, athletic lead-up games, improve posture and running forms, folk dances, Native American and Alaskan games	notation, time values, major and minor third, beginning violin (ideally), singing in rounds	interlocking and negative forms, knotted forms, local landscape and animal paintings, cross stitch, embroidery, braiding, clay modeling animals and geometric shapes, weaving
Fifth Grade	literature, grammar, proverbs, conversation	Greek games, javelin, discus, long jump, sprint, Greek wrestling, focus on form and appreciation of movement	major and minor scales, harmony	free hand geometric drawing, darkness into light painting color study, 5 needle knitting, modeling plant shapes
Sixth Grade	literature, history, grammar, geography, conversation	Circus arts, archery, team sports, fencing, teamwork games and activities	descant, alto and tenor recorders, string and wind instruments	exact geometric drawing, black and white drawing, landscapes, color contrasts, hand sewing, quilting
Eighth Grade	sentence structure, reading and retelling stories, review of learned material	teamwork activities, team sports, track and field continues	choir, strings ensemble (opt), writing music	3-dimensional drawings, volumes, space in color, machine sewing, human hand in clay

Unique Offerings

Form Drawing

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

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

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

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

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

Eurythmy

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

Instructional Methods and Materials

The Class Teacher – The heart of the education is the loving, creative, trusting, and respectful relationship between the student and the teacher. In our program the class teacher has the opportunity to take the same class of children through multiple years of school (grades 1-5 or grades 6-8), teaching the main lesson/academic subjects. For the teacher, this means time to know the children deeply (as well as their families), and help them unfold their gifts. This long-term relationship provides enriched opportunities to assess students over a long period of time, allowing the teacher to better meet the individual needs of the child. Both the class teacher and the kindergarten teacher have the responsibility to be deeply engaged and pursue self-development; this provides a powerful modeling of active learning and personal growth for the students.

“Main Lesson” – A fully integrated two-hour period of instructional activities begins each school day in which the core curriculum is presented. The main lesson can be, for example, algebra, Greek history, botany or acoustics, and involves storytelling, movement, art, biography, drama, writing, and any activity that might help bring the topic to life. This

main lesson is taught for a three or four-week block (unit of study), and then ended, often to be continued later in the term. This approach allows freshness and enthusiasm, enriches content and skills by integrating them together as a powerful, concentrated, in-depth experience, and gives the children time to "digest" what has been learned. This format is used in first through eighth grades.

Main Lesson Books – The teacher, using textbooks, primary and other sources, creates the lessons and their presentation. Based on these lessons, the children make individual "textbooks" called main lesson books for each subject taught. In their main lesson books, the students record and illustrate the substance of their lessons, a process which aids the students in being engaged with their lessons, helps to ensure they truly understand the content (since they must reflect this in their work), and encourages long-term memory of their learning. The main lesson book approach to student learning builds students' skills of focus and concentration. These main lesson books require the students to write in depth about their lessons, and are a significant tool for building writing skills. Richly illustrated by the children, these main lesson books are often artistic and beautiful, and are an invaluable tool for assessing the progress of individual students in comprehension and writing.

Reading and Writing – Letters are learned in the same way they originated in the course of human history. Human beings perceived, then pictured, and out of the pictures abstracted signs and symbols. Early elementary students hear stories, draw pictures, and discover the letter in the gesture of the picture. From these letters, they learn the basic phonics skills of matching sounds to letters. Also from these initial letters, the children's writing skills move into cursive writing and penmanship, punctuation and spelling, and a wide variety of composition styles (essay, poetry, creative writing, short story, etc.) The important early reading skills and rich vocabulary integrated in songs, poems, drama, and games help establish a joyful and living experience of language. Through the grades, texts taken from a rich humanities curriculum provide material for reading practice.

Mathematics – In the early elementary years, math instruction begins by teaching from the whole to the part. For example, a question might be "what is 12?" Possible answers or approaches may include: $12=3+9$, or $12=4 \times 3$, or $12=144/12$. This encourages flexible thinking and discourages the one "right" answer mode of thinking. Movement, stories, plays, manipulatives, and games are used to engage children in active learning. Mental math problem solving is emphasized throughout grades 1-8 to develop and strengthen thinking.

Social Studies – The social studies curriculum acknowledges that the cultures of the past have influenced humanity throughout time and continue to influence the values and morals of today's world. Children learn about world religions and cultures from a historical perspective. Beginning in grade two, fables are taught; Old Testament stories in grade three; Norse mythology in grade four; and the ancient cultures of India, Egypt, Persia, Mesopotamia, and Greece in grade five. In sixth, seventh, and eighth grades, students explore the history and geography of Mesoamerica and Africa, and may also further learn about China and Japan. By exposure to these cultures through their peoples, legends and literature, the children gain flexibility and an appreciation for the diversity of humankind. The performing arts curriculum is an integral part of these studies, culminating in an annual class play performance in second through eighth grades. By the close of eighth grade, the students will have journeyed from Greece and Rome, through medieval history, the Renaissance, the Reformation, and the Age of Exploration, along with studying U.S. History.

The Sciences – Science is taught in the lower grades through observation and experience of our natural environment. Through nature studies, gardening, and

environmentally conscious practices, the children develop reverence and a sense of guardianship for the Earth and all of its inhabitants. In the upper grades, the teacher sets up experiments, and calls upon the children to observe carefully, ponder, discuss, and write up scientific observations. Through this process, rigorous, independent thinking and sound judgment are trained.

Foreign Language is taught beginning in first grade, giving the children insight into and familiarity with another language and culture. Through the grades, the foreign language program will expand to include reading, writing, grammar and conversation. We are still researching the best language for our initial years, but once chosen it will be taught to all students in grades 1-8. A second language may be introduced into the specialty program at a future date, based on faculty recommendation and budget availability. In addition, aspects of classical and other languages (e.g., Latin, Greek, Hebrew, Alaska Native languages) may be introduced in the middle and upper grades.

The Arts – Drama, painting, music, drawing, modeling, etc., are integrated into the entire curriculum throughout the grades, including mathematics and the sciences. The arts are also offered as special subjects. In the first grade, students sing and are taught to play the pentatonic flute. Other instruments are gradually introduced, leading to choir, playing recorders in parts, and, as the school develops, to orchestra (“strings”) in the higher grades. Other arts such as drama, puppetry, and painting enhance the child's joy of learning. The art of eurythmy may be added at a future date, a movement/dance discipline that translates speech and music into body movements. This leads children to experience moods of poetry, qualities of sound, and elements of rhythm and music through their own movements.

Handwork – Crafts, handwork, and practical work such as fiber arts, woodworking, house building and gardening are an integral part of the curriculum from kindergarten through the grades. Boys and girls learn to knit in the first grade and crochet in third grade, creating many functional and colorful objects, such as flute bags, knitted animals, and puppets. Decades before brain research confirmed the value of this type of activity, studies recognized a relationship between body movement and brain function. Learning to knit and crochet in the early grades develops fine motor skills, and leads to lively thinking and enhanced intellectual development later on. Coordination, patience, perseverance, and imagination are also schooled through practical work. Activities such as woodworking, house building, gardening, and sewing are specifically included in the elementary curriculum, and give the children an understanding of how things come into being, as well as a respect for the creations of others.

Physical Activity – Movement activities, dance and other forms of creative physical expression are infused into the everyday curriculum. To the extent possible, classrooms and play yard space are organized to maximize the children’s opportunities for movement and physical expression through games, circle-time activities, folk dances, sports, and physical education. Recognizing that the qualities of physical fitness and health enhance the students’ overall well being, each child is encouraged to recognize and rise to his/her individual physical potential.

The environmentally-conscious curriculum and everyday rhythms and routines of our school community will help cultivate a sense of gratitude, respect and responsibility for self and all living things. BSCS will strive to build an ecologically informed community by focusing attention and care on the systems in which our school and community are embedded. Through our work with nature and gardening, children learn about the inter-

relatedness of nature, self, and community, and pursue actions that are essential for sustaining our world.

Multicultural and gender-balanced content are integrated throughout the curriculum by means of the humanities curriculum, incorporating biography, storytelling, and history; through crafts, art, music, and seasonal and cultural celebrations; and through foreign language.

Parent participation is a keystone of our program. A significant body of research (Henderson & Berla, 1994; Olmstead & Rubin, 1983) indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of students' attitudes. Increased attendance, fewer discipline problems and higher aspirations also have been correlated with an increase in parent involvement. The active participation of parents both within and outside of the classroom is essential in creating and implementing the school's educational program and maintaining its supportive environment. BSCS honors and values the individual skills, talents and interests of its parent body, and strongly invites and encourages parent participation in many aspects of the school's operations. Parents provide a bridge between home and school, giving their children's education greater meaning and purpose by integrating the children's school life into their family life and into their community. BSCS will provide on-going educational opportunities for parents to learn about various aspects of child development and a curriculum inspired by Waldorf education. These include parent education lectures and quarterly class meetings discussing child development and specific aspects of the curriculum.

Seasonal Festivals – In keeping with our focus on community, BSCS will hold three seasonal festivals each year (harvest, solstice, and spring) to bring families and children together in respect for the rhythms of nature and of our Earth. Frequently, these festivals include multi-cultural activities that connect our children and families to each other's cultures. Additional festivals may be added in the future, based on our faculty, parent, and student community's recommendations.

Materials-- High quality materials designed for a curriculum inspired by Waldorf education give students the experience of success in their school activities, promoting self esteem, a sense of value for quality work, and increased motivation for accomplishing schoolwork in the classroom, as well as homework. For example, using quality colored pencils, paints, and crayons on appropriate drawing and painting paper allows students to create rich colors, blend colors for subtle hues, and create detailed and beautiful writing, pictures, and designs. In first through eighth grades, a variety of specially designed main lesson books will be used to allow students to create their own thematic subject books for each unit block. In the kindergartens and lower grades, age-appropriate play materials will be selected or hand-made, made from wood, silk, wool, and other natural materials. Students feel more connected to the environment using materials made from the natural world. Students also tend to focus better and feel more relaxed and nurtured when warmly surrounded by an environment of beauty and simplicity, avoiding classroom décor that is too busy.

The Boreal Sun Classroom Community--Our goal is to nurture a classroom community supportive of academic learning by helping students develop respect, confidence, acceptance, and other positive social values. In a curriculum inspired by Waldorf education, the whole child must always be considered. Thus, it is in the best interest of the student that home and school environments are consistent. For positive development of the child, BSCS

teachers, staff, and parents will work together to support the physical, mental, emotional, social, and academic needs of the child.

-BSCS will provide guidance in the area of behavior and attitudes, and recognize that each child has a unique personality, likes and dislikes, values, strengths and weaknesses. Uniqueness of the child will be honored while providing guidance.

-At BSCS, children will be encouraged to communicate in a respectful, assertive and socially acceptable manner. An atmosphere in which students feel safe to express their differing viewpoints will be provided, as well as guidance with conflict resolution.

-At BSCS, personal responsibility and accountability are taught and practiced. Guidelines, limits, freedom of choice, and consequences will be made understandable to the students.

-Each class establishes rules within the first week of the school year. These rules are set with the understanding that everyone will respect and follow them. This provides the child with ability to reason and think for her/himself and to experience natural consequences for her/his choices.

Role of Technology--At BSCS, technological literacy will occur in a specific and gradual timeframe. Technology will be used as a learning tool during middle school. Before this time, it is critical for students to interact with one another and with teachers in exploring the world of ideas, participating in the creative process, and developing their social skills and inner qualities. As older students, they will become proficient in computer technology and web-based research.

Many Waldorf graduates have successful careers in the computer industry. A recent report from the MacArthur Foundation supports this approach. It asserts that we must first foster in students the social skills and cultural knowledge necessary so they may deploy technological tools properly and gain their full benefit. "Our goal should be to encourage youth to develop the skill, knowledge, ethical framework, and self-confidence needed to be full participants in contemporary culture." This is why computer use by children will be limited in the elementary grades (1st-5th). Beginning in third grade, students will receive instruction in using the online assessment program used by the district to take the state mandated assessment. Teachers will be encouraged to use technology in their lesson planning, and day to day organization, but our philosophical approach will not bring instruction in technology use until 6th grade and higher.

Students will be adequately prepared in the use of technology for test-taking as necessary.

Student Evaluation Procedures

BSCS students will demonstrate significant social-emotional, physical, and academic growth. In order to be consistent with our vision, our assessment strategies will reflect our commitment to:

- Promote an individualized approach to education
- Assess students in both academic and non-academic areas
- Recognize students' individual strengths and weaknesses
- Avoid labeling students
- Create a non-competitive environment for our students
- Provide broad in-depth assessments to assist BSCS families
- 100% of all students will participate in all assessment techniques

Multiple levels of evidence must be used to better understand each learner's strengths and needs, and to plan for support and enrichment.

Students should be given authentic opportunities to display their accomplishments.

We will use several tools to accurately measure and monitor growth.

Student Measurement Tools

Comprehensive Curriculum Reports—Initially, BSCS will purchase and use assessments from Bonnie River of Gradalis Consulting. These standards (example provided in the Appendix) were designed to align Waldorf methods curricula with State Standards over the nine-year period of kindergarten through eighth grade. Currently a project is underway through The Alliance of Public Waldorf Education to align Waldorf assessment rubrics with the common core standard numbers used in their correlation document. We will switch over to these rubrics when they become available. Quarterly narratives will briefly outline each student's progress using these rubrics. These rubrics track individual student progress in regard to specific skills and knowledge areas from the curriculum.

Parent-Teacher Conferences for all students take place at least twice a year, or more, if dictated by individual circumstances. Parents, teachers or students may make requests for additional conferences. These conferences are essential in that they allow a complete picture of the child's performance to unfold and provide ongoing formative evaluation information to parents regarding their child's achievement and growth in each of the various curriculum blocks, specialty subjects, social skills, and work habits... Moreover, they provide opportunities for teachers and parents to strengthen school-family partnerships. Conferences will be especially effective as a result of the school's looping model and warm community atmosphere. Parent-Teacher conferences will include a review of the child's portfolio.

Portfolios include student Main Lesson books, work samples, practice papers, written work and reports, artwork, etc.

Report Cards and Letter Grades--Quarterly report cards will be narrative with no grades given in grades 1-5. Beginning in middle school (6th grade), letter grades for academic content (based on tests and/or written and/or oral reports, etc.) may be used. The letter grades will represent specific achievement levels based on clear criteria, and will be given following the grading scale used by the FNSBSD. Grades may be assigned if requested for transferring 1-5 students.

The First Grade Readiness Assessment helps teachers and parents determine when students are ready to move on from Kindergarten to First Grade. The First Grade Readiness Assessment measures fine and gross motor skills; visual, tactile and auditory development; speech, language, and cognitive development; social and emotional integration; and other aspects of early childhood development. The need for this assessment is based on the fact that our first graders' learning experience requires significantly different developmental readiness than our kindergarten program. Much of our grades curriculum is delivered through the teachers' rich oral presentation of international and multicultural myths, histories, and biographies. Students deepen their learning of this material by listening, and then being able to recreate what they have learned orally, artistically, and in writing. This means that our students, beginning in first grade, need to be able to sit and focus quietly for extended periods of time during listening and seatwork activities, such as writing and illustrating.

The Second Grade Assessment is focused on evaluating students' motor-sensory development as a basis for continued academic learning. Areas evaluated include fine and gross motor skills; bodily coordination, such as crossing the midline, rhythm (which incorporates hearing and timing) and hand-foot coordination; and proprioception (balance and spatial and temporal orientation). Based on these assessments, the teacher has the opportunity to incorporate physical-spatial exercises into classroom activities, with the goal of helping students further develop the motor capacities that support learning

State Mandated Testing--BSCS students will participate in and utilize all state mandated yearly tests, such as the AMP (Alaska Measures of Progress), Science SBA, Terra Nova, and Early Literacy screening tests.

Students with Special Needs--Performance standards and assessments, as well as determination of successful student progress and attainment of outcomes for students with exceptional needs and English Learners, will be defined appropriately on a case-by-case basis, according to their Individualized Education Program (IEP) and/or English proficiency levels and any additional recommendations by the Special Education teacher(s). BSCS will deliver special education services that comply with FNSBSD policy, state, and federal law. All students with disabilities whose least restrictive environment includes BSCS's educational setting will be provided services, accommodations, and modifications as set forth in an IEP or a plan through Section 504 of the Americans with Disabilities Act (504). Students determined by an IEP or 504 plan to need a more restrictive setting than BSCS will be served in their least restrictive environment as determined by their IEP Committee. BSCS does not plan to offer specific vocational education classes.

Scheduling Requirements

BSCS will follow the FNSBSD calendar. The anticipated daily schedule allows for a weekly staff meeting built into our day:

Student Schedule--8:30-3:00, M, T, W, F
--8:30-1:00, Thursday
Staff Schedule--8:00-3:30, M, T, W, F
--8:00-4:00, Thursday

Early out on Thursday for students will provide for a lengthy faculty meeting designed to encourage deep student support and professional development for teachers. We will include awareness of this schedule difference in our parent orientation. Eventually we plan to provide a fee-based afternoon program for this day. We would like to offer classes to homeschooling children, and enrichment opportunities to our own students in a fee-based system. To provide equity, we plan to build in a financial assistance component to this program for parents who need this program for their child(ren), but cannot afford the fee.

Starting and ending times may change slightly based on transportation options.

**The Alliance for Public Waldorf Education's
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

English Language Arts Grade 2

Reading Literature

Key Ideas and Details

2 RL 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (2 RL 1) (Incorporates 1 RL 1)

2 RL 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (2 RL 2)

2 RL 3. Describe how characters in a story respond to major events and challenges. (2 RL 3)

Craft and Structure

2 RL 4. Ask and answer questions about unknown words in a text. (K RL 4)

2 RL 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (2 RL 5)

2 RL 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (2 RL 6)

2 RL 7. Identify the front cover, back cover, and title page of a book. (K RI 5)

2 RL 7a. Use illustrations and details in a story to describe its characters, setting, or events. (1 RJ 7)

2 RL 8. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (K RL 6)

Integration of Knowledge and Ideas

2 RL 9. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.) (K RL 7)

Range of Reading and Level of Text Complexity

2 RL 10. Actively engage in group reading activities with purpose and understanding. (K RL 10)

2 RL 10a. **Activate prior knowledge related to the information and events in texts. (CA)**
(K RL 10a) (1 RL 10a)

2 RL 10b. **Use illustrations and context to make predictions about text. (CA)** (K RL 10b)

2 RL 10c. **Confirm predictions about what will happen next in a text, (CA)** (1 RL 10b)

Reading Foundational Skills

Phonics and Word Recognition

2 RF 1. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** (2 RF 3)(K RF 3) (1 RF 3)

2 RF 1a. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. **(Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the Grade 1 phonics standards.) (CA)** (K RF 3b)

2 RF 1b. Distinguish long and short vowels when reading regularly spelled one-syllable words. (2 RF 3a)

2 RF 1c). Distinguish long from short vowel sounds in spoken single-syllable words. (1 RF 2a)

2 RF 1d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (1 RF 2d)

2 RF 1e. Know spelling-sound correspondences for additional common vowel teams. (2 RF 2b)

2 RF 1f. Decode regularly spelled two-syllable words with long vowels. (2 RF 3c)

2 RF 2. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (K RF 3c)

2 RF 3. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (K RF 3d)

Fluency

2 RF 4. Read emergent-reader texts with purpose and understanding. (K RF 4)

2 RF 4a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (1 RF 4c)

Writing

Text Types and Purposes

- 2 W 1. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K W 2)
- 2 W 2. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K W 3)
- 2 W 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (2 W 3)

Production and Distribution of Writing

- 2 W 4. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (2 W 5)
- 2 W 5. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K W 8)

Speaking and Listening

Comprehension and Collaboration

- 2 SL 1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. (2 SL 1)
- 2 SL 1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (2 SL 1a)
- 2 SL 1b. Build on others' talk in conversations by linking their comments to the remarks of others. (2 SL 1b)
- 2 SL 1c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (2SL 1c)
- 2 SL 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2 SL 2)
- 2 SL 3. **Give and follow three- and four-step oral directions. CA** (2 SL 2a)
- 2 SL 4. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2 SL 3)

Presentation of Knowledge and Ideas

- 2 SL 5. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (2 SL 4)
- 2 SL 6. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (Audios at Gr. 7) (2 SL 5)

2 SL 7. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) (2 SL 6)

Language

Conventions of Standard English

2 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2 L 1)

2 L 1a. Use collective nouns (e.g., *group*). (2 L 1a)

2 L 1b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). (2 L 1b)

2 L 1c. Use reflexive pronouns (e.g., *myself, ourselves*). (2 L 1c)

2 L 1d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). (2 L 1d)

2 L 1e. Use adjectives and adverbs, and choose between them depending on what is to be modified. (2 L 1e)

2 L 1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (2 L 1f)

2 L 1g. **Create readable documents with legible print.** CA (2 L 1g)

2 L 2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing. (K L 2) (1 L 2)

2 L 2a. Capitalize holidays, product names, and geographic names. (2 L 2a)

Knowledge of Language

2 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (2 L 3)

Vocabulary Acquisition and Use

2 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. (2 L 4) (K L 4)

2 L 4a. Use sentence-level context as a clue to the meaning of a word or phrase. (2 L 4a)

2 L 4b. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (K L 4a)

2 L 4c. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (K L 4b) (1 L 4b)

2 L 4d. Determine the meaning of the new word formed when a known prefix is added to a known

- word (e.g., *happy/unhappy, tell/retell*). (2 L 4b)
- 2 L 4e. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). (1 L 4c)
- 2 L 4f. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (2 L 4c)
- 2 L 4g. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (2 L 4d)
- 2 L 5. Demonstrate understanding of word relationships and nuances in word meanings. (2 L 5)
- 2 L 5a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). (2 L 5a)
- 2 L 5b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). (2 L 5b)
- 2 L 5c. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (K L 5b)
- 2 L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). (2 L 6)

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

English Language Arts

Grade Four

Reading Literature

Key Ideas and Details

- 4 RL 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.(4 RL 1)
- 4 RL 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (4 RL 2)
- 4 RL 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). (4 RL 3)

Craft and Structure

4 RL 4. Students distinguish their own point of view from that of the narrator or those of the characters.(3 RL 6)

Integration of Knowledge and Ideas

4 RL 5. With prompting and support, compare and contrast the adventures and experiences of characters in stories. (K RL 9) (1 RL 9)

4 RL 6. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (2 RL 9)

4 RL 7. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (3 RL 9)

Range of Reading and Level of Text Complexity

4 RL 8. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (4 RL 10)

Reading Informational Texts

Key Ideas and Details

4 RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3 RI 1) (2 RI 1)

4 RI 2. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4 RI 1)

4 RI 3. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (2 RI 2)

4 RI 4. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4 RI 2) (3 RI 2)

4 RI 5. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (4 RI 3) (2 RI 3)

Craft and Structure

4 RI 6. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. **(See grade 4 Language standards 4-6 for additional expectations.)** CA (4 RI 4)

4 RI 7. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (2 RI 5)

4 RI 8. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (2 RI 6)

Integration of Knowledge and Ideas

4 RI 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4 RI 9)(K RI 9)

4 RI 10. Identify the reasons an author gives to support points in a text. (K RI 8)

4 RI 11. Students distinguish their own point of view from that of the author of a text. (3 RI 6)

4 RI 12. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (2 RI 7)

Range of Reading and Level of Text Complexity

4 RI 13. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (4 RI 10)

Reading Foundational Skills

Phonics and Word Recognition

4 RF 1. Know and apply grade-level phonics and word analysis skills in decoding words. (4 RF 3)

4 RF 1a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (4 RF 3a)

4 RF 1b. Identify and know the meaning of the most common prefixes and derivational suffixes. (3 RF 3a)

Fluency

4 RF 2. Read with sufficient accuracy and fluency to support comprehension. (4 RF 4)

4 RF 2a. Read on-level text with purpose and understanding. (4 RF 4a)

4 RF 2b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (4 RF 4b)

4 RF 2c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (4 RF 4c)

Writing

Text Types and Purposes

- 4 W 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. (2 W 1)
- 4 W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (4 W 2)
- 4 W 2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (4 W 2a)
- 4 W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (4 W 2b)
- 4 W 2c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). (4 W 2c)
- 4 W 1d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (4 W 2d)
- 4 W 2e. Provide a concluding statement or section related to the information or explanation presented. (4 W 2e)
- 4 W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (4 W 3)
- 4 W 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (4 W 3a)
- 4 W 3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (4 W 3b)(3 W 3b)
- 4 W 3c. Use a variety of transitional words and phrases to manage the sequence of events. (4 W 3c)
- 4 W 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (4 W 3d)
- 4 W 3e. Provide a conclusion that follows from the narrated experiences or events. (4 W 3e)

Production and Distribution of Writing

- 4 W4. Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. **CA (4 W 4)** (2 W 4)

4 W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (4 W 5)

Research to Build and Present Knowledge

4 W 6. Conduct short research projects that build knowledge through investigation of different aspects of a topic.(4 W 7)

4 W 6a.Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2 W 7)

4 W 7. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, **paraphrase**, and categorize information, and provide a list of sources. **CA** (4 W 8) (3 W 8)

4 W 8. Draw evidence from literary or informational texts to support analysis, reflection, and research. (4 W 9)

Range of Writing

4 W 9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (4 W 10)(3 W 10)

Speaking and Listening

Comprehension and Collaboration

4 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (4 SL 1)

4 SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (4 SL 1a)

4 SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles. (4 SL 1b)

4 SL 1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (4 SL 1c)

4 SL 1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (4 SL 1d)

4 SL 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (4 SL 2)

Presentation of Knowledge and Ideas

- 4 SL 3. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (4 SL 4)
- 4 SL 3a. **Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA** (4 SL 4a)
- 4 SL 3b. **Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA** (4 SL 4b)
- 4 SL 4. Add audio recordings or visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4 SL 5) (Audio at Grade 7)
- 4 SL 5. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.) (4 SL 6)

Language

Conventions of Standard English

- 4 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (4 L 1)
- 4 L 1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (3 L 1a)
- 4 L 1b. Form and use regular and irregular plural nouns. (3 L 1b)
- 4 L 1c. Use abstract nouns (e.g., *childhood*). (3 L 1c)
- 4 L 1d. Form and use regular and irregular verbs. (3 L 1d)
- 4 L 1e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. (3 L 1e)
- 4 L 1f. Ensure subject-verb and pronoun- antecedent agreement. (3 L 1f)
- 4 L 1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (3 L 1g)
- 4 L 1h. Use coordinating and subordinating conjunctions. (3 L 1h)
- 4 L 1i. Produce simple, compound, and complex sentences. (3 L 1i)

4 L 1j. Form and use the progressive (*e.g., I was walking; I am walking; I will be walking*) verb tenses. (4 L 1b)

4 L 1k. Use adjectives and adverbs, and choose between them depending on what is to be modified. (2 L 1e)

4 L 1l. Produce, expand, and rearrange complete simple and compound sentences (*e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (2 L 1f)

4 L 1m. Order adjective within sentences according to conventional patterns (*e.g., a small red bag* rather than *a red small bag*). (4 L 1d)

4 L 1n. Form and use prepositional phrases. (4 L 1e)

4 L 1o. Correctly use frequently confused words (*e.g., to, too, two; there, their*). (4 L 1g)

4 L 1p. Write fluidly and legibly in cursive or joined italics. CA (4 L 1h)

4 L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (4 L 2)

4 L 2a. Use correct capitalization. (4 L 2a)

4 L 2b. Use commas and quotation marks to mark direct speech and quotations from a text. (4 L 2b)
(3 L 2c)

4 L 2c. Form and use possessives. (3 L 2d)

4 L 2d. Use a comma before a coordinating conjunction in a compound sentence. (4 L 2c)

4 L 2e. Use commas in addresses. (3 L 2b)

4 L 2f. Use commas in greetings and closings of letters. (2 L 2b)

4 L 2g. Use an apostrophe to form contractions and frequently occurring possessives. (2 L 2c)

4 L 2h. Spell grade-appropriate words correctly, consulting references as needed. (4 L 2d)

Knowledge of Language

4 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (4 L 3)

4 L 3a. Choose words and phrases to convey ideas precisely. (4 L 3a)

4 L 3b. Choose punctuation for effect. (4 L 3b)

4 L 3c. Differentiate between contexts that call for formal English (*e.g., presenting ideas*) and situations where informal discourse is appropriate (*e.g., small-group discussion*). (4 L 3c)

Vocabulary Acquisition and Use

4 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. (4 L 4)

4 L 4 a. Use context (*e.g., definitions, examples, or restatements in text*) as a clue to the meaning of a word or phrase. (4 L 4a)

- 4 L 4b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). (3 L 4c)
- 4 L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas. CA** (4 L 4c)
- 4 L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (4 L 5)
- 4 L 5a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. (4 L 5a)
- 4 L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs. (4 L 5b)
- 4 L 5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (4 L 5c)
- 4 L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (4 L 6)

Sample Rubrics for 2nd Grade

<i>Student Name:</i> GRADE TWO SENSORY-MOTOR SKILLS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED SKILL	STRENGTH	FUTURE INSTRUCTION	NEEDS ASSESSMENT
Student exhibits a growing skill in execution of visual-motor integration. This is demonstrated in form drawing, writing, crafts and other class activities.						
Student exhibits growing skills in execution of visual-spatial arrangements. This is shown in the student's overall organizational skills in crafts, painting, writing and other classroom visual art based activities.						
Student demonstrates a growing awareness of and ability to identify and copy geometrically based drawings while exhibiting proper grip on drawing and writing utensils. While engaged in these activities, student maintains appropriate posture and attends well to task.						
Student displays a growing visual memory skill and visual discrimination skill through copy work in form drawing, drawing and other activities wherein the student copies work from the blackboard or other displays generated by the teacher.						
Student works with increasing focus and concentration in visual-motor based activities and does not distract or need inordinate amounts of help or redirection.						
Student demonstrates a growing skill and enjoyment in craft and other handwork activities.						
Student demonstrates a growing ability to execute isolated finger movements as in playing the recorder, knitting and other such activities.						
Student demonstrates an ability to listen to instructions, focus to task and remain on task for period of as much as forty-five minutes.						
Student demonstrates an ability to maintain quiet and appropriate posture during classroom activities which require this. (Such as while listening to story or receiving directions.)						
Student is able to participate fully in movement activities and after the required and reasonable time is given to rehearsal, is able to execute these movements with ease. This is seen in circle time, games, handwork and other class activities.						
Student is able to maintain appropriate physical boundaries throughout activities.						
Student displays an ability to listen and follow-through on verbal directions.						
Student appears to understand verbal and non-verbal communications.						
Student is socially included and inclusive in play as well as in classroom activities.						
Student demonstrates increasing ability in use of working, sequential, short-term memory skills as seen in mental arithmetic, dictation, following directions and other general class- room activities.						
Comments:						

<i>Student Name:</i> GRADE TWO LANGUAGE ARTS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED SKILL	STRENGTH	FUTURE IN-STRUCTION	NEEDS ASSESSMENT
Student exhibits good listening, verbal memory and comprehension skills through participation in class story recall after a twenty-four hour period has elapsed						
Student exhibits a full engagement in the verbally told story material, through free rendering and other artistic projects depicting the material and the student's relationship to it.						
Student uses vocabulary from the verbally told stories, thereby exhibiting an expanding word finding and vocabulary building skill.						
Student exhibits a growing ability to use short term, working and sequential memory skills as exhibited in story recall, attention to and follow-through on directions and general timely participation in classroom activities.						
Student displays an ability to acquire verbally memorized material and recite this material while participating in movements as seen in circle-time activities or class plays.						
Student exhibits clear articulation and language pragmatics appropriate to age.						
Student demonstrates a growing awareness of sound discrimination, recognizes rhyming words, alliterative words and other word groupings as exhibited in recitation and class participation in finding word groupings.						
Student demonstrates skill in sound-symbol relationships, shows an ability to identify initial consonantal sounds and long and short vowel sounds. This is observed in class participation in question and answer based sessions as well as group activities involving identification of sounds related to symbols. Is encoding and decoding simple words in reading group.						
Comments: 						

<i>Student Name:</i> GRADE TWO LANGUAGE ARTS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED SKILL	STRENGTH	FUTURE IN-STRUCTION	NEEDS ASSESSMENT
Student demonstrates reading approach skills: enthusiasm to story material, looking at books and interpreting pictures conveying story material and searching for word correspondences, reading simple self-constructed sentences, attention and focus to the written word, eye tracking skills necessary to information gathering.						
Student displays growing skills in writing: is able to copy upper and lower case letters, and is growing capable in placing letters and words in appropriate spatial arrangements in self generated working books (main lesson books).						
Student is able to produce self-generated simple sentences. Form of letters and placement on the paper exhibits emerging visual-motor skills appropriate to grade expectations.						
Student's spelling is phonetically appropriate in self-generated writing projects and teacher dictated short sentences.						
Student shows emerging memory and retention of basic spelling rules, introduced to the entire class.						
Student can identify simple misspelled words in self-generated independent writing.						
Student recognizes basic sentence structure and is able to generate simple complete sentences.						
Comments: 						

<i>Student Name:</i> GRADE TWO MATHEMATICS SKILLS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED SKILL	STRENGTH	FUTURE IN-STRUCTION	NEEDS ASSESSMENT
Student exhibits adequate achievement of skills in the first grade mathematics rubric.						
Student exhibits an ability to count forward and backward by 2's, 3's, 4's, 5's, and 10's when participating in class groups and individually presented skills.						
Student is able to use manipulatives and demonstrate knowledge of the four number processes using calculations using single and double-digit numbers up to 144.						
Student is able to record basic computational formula representations of all four basic math processes. (Vertical as opposed to sentence structure).						
Student writes accurate vertical representations of dictated problems in addition, subtraction and multiplication. Student copies division problems with proper placement of divisor and dividend digits.						
Student demonstrates emerging understanding of place value of numbers up to and including the thousands column. Student can write and read these numbers from verbal dictations.						
Student demonstrates an emerging ability to work addition and subtraction problems containing double-digit figures.						
Student demonstrates various strategies for solving mental arithmetic problems. Uses number grouping, and re-grouping skills, multiple additions as well as using times tables, etc.						
Student is able to mentally calculate the four number processes.						
Student is able to listen to a simple word problem and mentally calculate the response to the question posed.						
Student demonstrates an understanding of the concepts of the four main number processes and the meaning of "equal". This is evidenced through student written responses to verbally given word problems.						
Student can use manipulatives (including fingers) and/or not, to do simple mathematical calculations.						
Comments:						

<i>Student Name:</i> GRADE TWO MATHEMATICS SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED SKILL	STRENGTH	FUTURE IN-STRUCTION	NEEDS ASSESSMENT
Student can identify even and odd integers, number patterns and groups of numbers belonging in categories. This is demonstrated in written and oral work.						
Student has mastered the times tables, 1-5 and is acquiring tables 6-12 as verbally demonstrated to the teacher, seen in practice books, and in class recitation activities.						
Student recognizes and uses a number of strategies for accomplishing factoring of whole numbers, addition, subtraction and division of numbers.						
Student can categorize manipulatives according to length, size and volume.						
Comments:						

<i>Student Name:</i> GRADE TWO SCIENCE SKILLS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED SKILL	STRENGTH	FUTURE IN-STRUCTION	NEEDS ASSESSMENT
Social Sciences and Skills						
Student demonstrates an awareness of his/her classmates varied family and cultural back- grounds and demonstrates an emerging interest in and acceptance of differences. This is seen through student participation in festivals both personal (birthdays) and in generally shared holidays.						
Student demonstrates and emerging skill in social use of language. This is observed in the student's use of language markers such as "please" and "thank-you".						
Student demonstrates a growing awareness of the group needs and is able to appropriately adjust self-needs to group needs. This is seen in such behaviors as waiting for his/her turn, helping others, listening and speaking as needed and, in general, contributing to the on- going class ambience.						
Student demonstrates an awareness of and growing ability to inwardly experience the comparisons and contrasts between modern life and life in times past. Recognition of this ability is seen as facial expressions, remarks and drawings the children may do in direct relationship with curriculum content.						
Comments: 						

<i>Student Name:</i> GRADE TWO SCIENCE SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED SKILL	STRENGTH	FUTURE IN-STRUCTION NEEDS	ASSESSMENT
Life Sciences and Skills						
Student exhibits an awareness of the seasonal changes and the markers of these. This is seen in students use of language markers, dress, awareness of festivals etc.						
Student demonstrates a growing awareness of seasonal effects on plant and animal life. This is seen in participation in gardening classes, care of animals and general knowledge exemplified in drawings and painting.						
Student demonstrates an emerging vocabulary for the names of the seasons, the elemental changes in the seasons (ice, snow, rain, sleet, frost, mist, dew etc.) This is heard as the student contributes to story re-telling and as student shares experiences related to class activities, especially field trips.						
Student demonstrates emerging awareness and vocabulary for contrasts and polarities within natural laws. This is seen as student responds appropriately to metaphoric language used in story material, as "light as a feather" or "heavy as a millstone."						
Student displays emerging understanding of basic geographical terminology such as mountains, islands, volcanoes, rivers, streams, rivulets, etc. This is seen in not only the use of these terms, as heard in story content, but also the drawings and paintings of these or even in the free explorative play with water and landscaping in the sand pit.						
Student is able to identify changes in plant growth; he/she identified these changes, either in garden observations or in observations of bulbs or other plants in the classroom.						
Student demonstrates an awareness of the qualities of items from the various kingdoms of nature. This is seen in free and creative play with wood, (sticks, branches, boards etc.) and various minerals (stones, bricks etc.) Student participated in play which explored such forces as those seen in levers, dynamic tensions etc.						
Student is able to place objects of nature, in categories and subcategories as necessary for use, thus the attainment of general knowledge of super or sub-groups is observed.						
Comments: 						

2) Specific Levels of Achievement for the Educational Program

BSCS expects to see overall student annual growth. Students will meet or exceed the class standards on the grade level rubrics (Comprehensive Curriculum Reports). This will be the primary of source of evaluation for our specific curriculum. Additionally, parent feedback, Report Cards and Grades, grade specific assessments, and state mandated testing and school evaluation will contribute to our success.

Comprehensive Curriculum Reports (mentioned previously) will be a part of a teacher's professional evaluation with the head teacher. The expectation is that 90% or more of all students are meeting at least the achieved level of performance on the skills rubrics 90% of the time.

Parent Feedback--Annual parent-surveys conducted by the district, and parent feedback to the head teacher and APC will insure parent communication is more than sufficient.

Portfolios will be displayed at the end of the year and at all school celebrations insuring high work ethic and expectations.

Report Cards and Letter Grades--The head teacher will insure required report cards and narratives are completed at the end of each quarter.

The First Grade Readiness Assessment--Results of this assessment are formative only, and will be shared with the class teacher, parents, special education teacher, and other support teachers as necessary, and placed in student files.

The Second Grade Assessment--Results of this assessment are formative only, and will be shared with the class teacher, parents, special education teacher, and other support teachers as necessary and placed in student files.

State Mandated Testing--Studies have shown that many charter schools using a Waldorf aligned curriculum find that they generally score lower than other schools in their district in the lower grades, but exceed scores of peer schools in state assessments by eighth grade. We anticipate this outcome in our school, due to the emphasis of our core curriculum, which is slower to explicitly teach certain concepts until 5th grade and above. Parent education will include an awareness of this possibility in test score results in younger grades.

Addressing Struggling Students--In addition to regular parent conferences, these are the steps we will take when a pupil is not achieving at grade level: Faculty or members of the faculty will initiate a "child study," part of the regular weekly faculty meeting, to discuss the individual child's situation. The impressions of several teachers who know the child will be sought. The faculty will then come up with an individualized intervention plan for the pupil. This can involve receiving supplemental support services, tutoring, alternative instructional materials, or a remediation program. Parents will be informed of the team's recommendations and kept apprised of intervention implementation. Their advice and insight regarding the issue will also be sought.

3) Admission Policies and Procedures

Admissions Criteria

BSCS will not discriminate against pupils 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.

BSCS welcomes any student whose families are willing to make a commitment to follow the expectations outlined on our Family Commitments Form and in the Parent Handbook. The

expectations are presented in our Intent to Enroll form, and the Family Commitments Form is signed during the registration period. These requirements include attending a school tour and informational meeting, volunteering for 45 hours a year per family (volunteering may be done in multiple ways and families who are struggling to meet this requirement may be given other alternatives at their request), understanding that significantly limiting media exposure for children is highly valued in our philosophy, paying a school supply fee of \$50 per child per semester (financial assistance will be available, and no other supplies will be needed), and providing their student's lunch and transportation. An individual meeting with the class teacher or head teacher will be required upon enrollment. The Parent Handbook, Intent to Enroll Form, and Family Commitments Form may be found following this section.

Admissions Procedures

BSCS encourages prospective families to familiarize themselves with our program and to apply if they fit the admission criteria, and can commit to our school's philosophy. BSCS offers many opportunities for prospective parents to learn about our program. These include a required informational meeting for prospective parents about Public Waldorf education, school tours, and information about Waldorf education presented in flyers and on the school website. If parents believe that our school program is a good fit for their family and are interested in enrolling their children, they will fill out an "Intent to Enroll" form for their child and submit it by the posted deadline. In certain pre-approved circumstances attending an informational meeting prior to enrollment may be accomplished through an approved proxy. This will be helpful for families who are moving to the area.

BSCS's open enrollment period and lottery procedure will take place in the spring of the year of enrollment. All prospective students, grades Kindergarten through 5th grade in the first year of the school's opening, and growing to 8th grade, will be given the opportunity to enroll. The following shall be given preference for admission to the school:

- Children of Founding Families (defined as any family who has contributed 50 volunteer hours to the creation of the school)*
- Children of employees of the school*
- Students enrolled in BSCS (after the 1st year)
- Siblings of students currently enrolled in the school (after the 1st year) (siblings are defined as any two or more students who share a legal parent/guardian)
- All other applicants not listed in the above categories

*We anticipate the number of founding family children and employee children to be less than 8% of our overall enrollment.

Intent to Enroll forms will be available no later than the last week of March from the BSCS office and may be downloaded or submitted from the BSCS website. These Intent to Enroll forms should be completed and returned as soon as possible but no later than the announced due date.

After the due date, if the number of pupils who wish to attend the charter school exceeds the school's capacity, enrollment, except for preferences listed above, shall be determined by a lottery (a random drawing) as described below. Families will be notified by phone if their student is selected for a spot in the lottery. Families of students who have been placed on the waitlist will be notified by email. Annual fall registration will take place at the

beginning of August.

First Year Enrollment Requirements

During the first year of operation for BSCS, we recognize the need to start with a strong seventh grade class to be fiscally responsible. For that reason we may decide to begin our first year with only K-6 if we do not have full enrollment for our seventh grade class. This decision will be made by the APC after the enrollment process has been completed for 2017.

Enrollment Policy - Withdrawals

If a family chooses to withdraw a child from BSCS, that child will no longer have sibling or Waldorf homeschool priority for enrollment should the family want to reenroll the student in the future. Removing the priority enrollment status for a child who has been withdrawn does not disallow their inclusion in the lottery and potential reenrollment. It simply removes the priority status. The child could still be re-admitted through the regular lottery process.

Admissions Timeline

- Intent to Enroll and Intent to Return forms available: End of March
- Intent to Return forms due: First week of April
- Intent to Enroll forms due: Second week of April
- Lottery: Third week of April

Eligible Students

All students living within the Fairbanks North Star Borough are eligible and encouraged to attend BSCS. We will embrace the diverse populations in our area. Students will be placed in classes heterogeneously as much as possible, including giving attention to pupil/teacher ratio guidelines in this charter document, and to gender balance.

Following FNSBSD Policy, the minimum age of the children entering the school will be:

Kindergarten: Age 5 by September 1st.

First Grade: Age 6 by September 1st, unless retention is recommended as outlined in our Kindergarten Retention Policy.

Kindergarten Retention and Enrollment Policy

In September of each year the Kindergarten teachers will meet with the Kindergarten parents to go over 1st Grade Readiness. This will include 1st grade readiness skills that the teachers will be looking for in students over the course of the Kindergarten year. These are skills that children meet once they are developmentally ready (during the 5-7 year shift) vs. skills that are met due to practice. These skills and where a child is developmentally in this 5 to 7 year shift will be discussed in November at the first parent meeting.

If a recommendation for retention is made by the Kindergarten teacher for a child born before June 1st at the March parent/teacher conference, the school will hold a spot for that child in both Kindergarten and First grade for the following school year, allowing the parent to have their child re-evaluated in late July. In most situations the school will honor the parent's decision to move the child up to first grade. Final decision for grade placement will be the Head Teacher's.

Parents with children in the lottery for 1st grade born after June 1st will need to

schedule a meeting with the school to have their child evaluated for 1st grade readiness. If the evaluator feels that the child is not ready for 1st grade, the family will be told they may put their child's name in the Kindergarten lottery.

Enrollment Provisions for Additional Students

If available spaces within any grade level are not filled by students who have submitted Intent to Return Forms, then those seats open up to students who have submitted Intent to Enroll Forms. If the number of seats available for a grade level is equal to or less than the number of applicants, then those students will be offered the seats available without a lottery.

If the number of students who fill out an Intent to Enroll form exceeds the grade level capacity, a lottery will occur. All the students listed on Intent to Enroll forms that are turned in by the announced deadline will be placed into the lottery. The lottery process fills any open seats in a grade and creates the waitlist for each grade. Any Intent to Enroll forms submitted after the deadline will be added to the bottom of the waitlist in the order they are received. In the event that a grade level is not filled during the lottery, seats will be offered to those who submit an Intent to Enroll form in the order they are received.

As openings occur mid-year, families on the waiting list will be contacted regarding the vacancy. They have 48 hours to accept the available opening. If they decline the offer, their name is removed from the waiting list. If they are interested in enrolling in the future, they must resubmit an Intent to Enroll form the following spring and participate in the stated admission procedures.

Lottery

If the number of intent to enroll forms exceeds the school's capacity, enrollment, except for preferences listed above, shall be determined by a lottery (a random drawing). The lottery will be held during the third week of April each year. The results will be witnessed and parents will be notified of the results. BSCS commits to making the lottery and enrollment procedures and practices clear and transparent to parents, staff and community.

Any applications received after the deadline will be dated and timed. Children listed on these applications will be added to the list for their grade in the order they are received. If openings are available, the children will be given a spot in BSCS. If there are no openings, they will be added to the wait list. If a family participates in the lottery and does not get a spot during one school year, but remains interested in enrollment for the next school year, a new Intent to Enroll form must be completed the following spring. Waitlists do not carry over from year to year. Intent to Enroll forms will be accepted year-round, and names will continue to be added to the waitlist. However, enrollment after the first quarter will be considered on a case-by-case basis.

Boreal Sun Charter School



Parent Handbook
2017-2018 School Year

Boreal Sun Charter School
Address
Phone number
Website
Email



520 Fth Avenue, Fairbanks, AK 99701
 K12nahtsa.org

2017

July

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2017
August
 10, 16 Teacher Work Days
 11-15 Professional Development
 17 First Day for Students
September
 4 Labor Day (holiday)
 29 Professional Development
October
 13 End of 1st Quarter (early dismissal)
 30-31 Parent-Teacher Conferences
November
 23-24 Thanksgiving (holiday)
December
 20-22 Last 3 Days (early dismissal)
 22 End of 2nd Quarter (early dismissal)
 25 Winter Break - Begin

2018
January
 5 Winter Break - End
 8 Teacher Work Day (no school)
 15 Martin Luther King Jr. (holiday)
February
 2 Professional Development
 19-20 Parent-Teacher Conferences
March
 9 End of 3rd Quarter (early dismissal)
 12-16 Spring Break
April
 2-6 Testing (all students attend school)
 9-13 Testing (all students attend school)
May
 15-17 Last 3 Days - Early Dismissal
 17 Last Day for Students
 18 Professional Development
 21 Teacher Work Day

- ☐ School Year End
- ▬ End of Quarter (early dismissal)
- T Testing Day
- Last 3 days (early dismissal)
- ◆ Professional Development Day (no school)
- Teacher Work Day (no school)
- ☐ Parent-Teacher Conferences (no school)
- ☐ Teacher Work Day (no school)
- ☐ Testing Make-up Day for Full District
- ☐ Winter Break (no school)
- ☐ Teacher Holiday (no school)

2018

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Dear Boreal Sun Charter School Community,

It is with great happiness that I welcome you to the school and community we have created and will continue to create. The greatest gift in our budding endeavor is the strength of our individual students, parents, families, staff, and teachers coming together to create a community for us all. In anticipation of questions that will arise from day to day and situation to situation, this handbook has been created to provide you with an overview of how we plan to operate. This handbook will be a work in progress, potentially undergoing edits and transformations as the need arises. Please don't hesitate to contact any school member with questions that have yet to be answered here.

Thank you for joining us in this dynamic endeavor as we strive to build a school where the community works together to build an environment where we all, and especially children, can thrive.

Sincerely,
Head Teacher

Guiding Principles

Vision

Boreal Sun Charter School students spend their elementary and middle school years in our warm and nurturing environment. Through the curriculum, students will gain appreciation of the interconnected-ness of all subjects and human beings. As a result of this firm foundation of wholeness, Boreal Sun Charter School intends for students to graduate as confident, creative, independent-thinking individuals who are motivated by a love of learning to further their educational goals.

Mission Statement

The Boreal Sun Charter School provides K-7 students with a cross-curricular arts integrated program inspired by the philosophy of Waldorf Education. State standards will be met with significant attention given to the developmental model of the unfolding child as practiced in the Waldorf philosophy.

Philosophy

Waldorf Education strives to meet students' readiness at each age and stage of development, and the curriculum is designed to reflect that. Movement, experiential, and artistic elements are incorporated into every subject, so the children have a hands-on experience of learning. Teachers aim to teach the whole child—the head, as well as the heart and hands. The methods long employed by Waldorf Schools are proven to be sound practices in education, such as arts-integrated subjects, and play-based kindergarten. A great emphasis is placed on penetrating subjects deeply and thoroughly from many different perspectives. We want our children to see, smell, taste, feel, think, and live in the world as fully as possible. For this reason, subjects are taught in thematic blocks during a "main lesson" time every morning. This rich experience translates to high engagement and a depth of knowledge.

We strive for the rich experience described above in the social realm as well. Boreal Sun has a looping model, which allows for deeper connections between students, teacher, and parents. Children loop with the same teacher and class (whenever possible) for first through fifth grades and again for sixth through eighth grades. Benefits are well known, In planning for these long-term classroom relationships, it is important that from the beginning students, teachers, and parents build a strong foundation of commitment to each other. Additionally, teachers hold a high standard of professional development for themselves, knowing that they must be well rounded and adjust and grow with the children every year. Teachers at Boreal Sun are in varying stages of attaining Waldorf Certification to compliment their state teaching credentials.

The kindergarten focuses on hands-on activities and experiences that promote students' physical development, sensory-motor skills, and social development. In first through seventh grades, our teaching approach and curriculum emphasize the development of imaginative thinking (key to problem solving and analytic reasoning), while helping students deeply understand and connect to what they learn.

Grades 1-7 students engage in artistic activities that are directly integrated into the academic curriculum, thus deepening their social and emotional "feeling" or connection to their subject matter, with the goal of creating a lifelong love of learning. Using a Public Waldorf

curriculum, Boreal Sun will unfold the Alaska State Standards in a developmentally appropriate way so that students will meet all Standards by the time they exit eighth grade. Please note that the Public Waldorf curriculum determines that some of those standards will be addressed at grade levels that are different than those stated in the Alaska State Standards. Some of the sequencing within the standards shall be accelerated or decelerated based upon the developmental model of the child upon which our curriculum and methodology is based.

Waldorf Curriculum Standards are available to parents upon request. Based on the needs of the individual student, a transition plan for students who leave prior to the 8th grade will be developed at the request of the parent or suggestion of the teacher.

Daily Details

School Hours

- Grades K-7 - 8:30 a.m. -3:00 p.m. Mon, Tues, Wednesday, Friday
8:30 a.m. - 1:00 p.m. Thursday
- **Early Release – Every Thursday at 1:00 for all classes.** Early out on Thursday provides for a lengthy faculty meeting designed to encourage student support and professional development for teachers.

Attendance

As a school, we greatly value rhythm and regularity. Both contribute to our students' individual and collective wellbeing in ways that are subtle and profound.

When a child does not attend school on any school day he or she is considered absent. Parents must notify the attendance office within 24 hours of each day missed. The parent can come to the attendance office, send a note to school, leave a message or email the school.

We strongly encourage families to arrange for vacations and trips during non-school periods. Please be aware that the continuity of your child's class study is interrupted when he/she is absent. It is imperative to be conscientious in this regard.

For additional information, refer to the policy for Absences and Tardiness in the Fairbanks North Star Borough School District's document "Student Rights and Responsibilities."

Arriving Late - Tardies

Because there is a rhythm to the day, with an opening and a closing activity, it is important that your child arrive at school on time to benefit from the entire class day.

If a child is late, the child must first get a late pass from the office before the child goes to class. It is imperative to knock and please wait for a teacher to respond. This may take a few minutes if the class is in the middle of an activity that would be diminished for everyone if it were interrupted. Parents must notify the attendance office within 24 hours the reason for the tardy. The parent may come to the attendance office, send a note to school, leave a message, or email the office.

Early Pick Up of a Student

When a parent or guardian plans to pick a child up early, they need to send a notice at the beginning of the school day to the teacher. Parents must go to the school office to sign their child out prior to going to the classroom to get the student.

Lunch and Snacks

Please make sure your child has an adequate breakfast at home. Students need to bring a mid-morning snack and lunch. These should be nutritious and well balanced. We encourage whole and healthful foods such as whole grains, protein, fruits, and vegetables. Gum, candy and sugary foods should be left at home.

Emergency School Closure and Snow Days

Boreal Sun follows the school district's decisions in regard to school closing due to inclement weather.

Birthday Celebrations

Each class has its own birthday protocol to honor students. If you would like to bring in a wholesome snack in celebration of your child's birthday, please check with your child's teacher regarding food allergies. In general, we suggest birthday treats such as popcorn, fruit, vegetables or homemade goods. Please avoid artificial dyes and additives, as some children are sensitive to these ingredients.

Walking Field Trips

Classes may go for a walking field trip as part of their daily activity at the school. Parents sign an acknowledgement when enrolling a student giving permission for students to go on walking trips without notifying the parents. If a parent knows they need to take a student out early on any day, they need to send a notice to the class teacher so arrangements can be made to pick up the child early.

School Family Partnership

Parent Evenings

Held ideally four times per year, class parent evenings are a time for classroom parents to engage with one another and their child's class teacher. Teachers share a "picture" of their classroom dynamic and a curriculum overview as well as providing insights into these elements as they relate to child development. There may also be time for parents to discuss a particular theme or to experience a particular element of their child's education. It is also a time for questions and experiences to be shared. Please plan to attend ALL parent evenings held by your child's class teacher as these events are vital in staying up-to-date on classroom and school wide happenings, building parent relationships, and in providing a link to your child's education. Parent evenings are posted on our online calendar and notice is emailed.

Family Rhythms

Another way families can enhance the educational experience of their children is by understanding the rhythms of the day. Children flourish in environments that are loving, orderly, and predictable. With an external sense of order and routine, children feel comfortable living in the moment. Just knowing what is expected at different intervals in the

day can help children feel secure in the world. As an example, a bedtime ritual can help to calm and soothe children and prepare them for restful sleep. Once this routine is established, the ritual may become parents' most treasured time with their children.

These other home activities support the work of the school:

- Regular bedtime that allows 10--12 hours of sleep
- Eating a healthy protein rich breakfast consisting of whole foods and minimal sugar
- Reading to your child daily
- Household or yard chores
- Outdoor play
- Gardening
- Indoor creative play
- Hobbies (if these are scheduled activities such as lessons, team sports, etc., these should be monitored in order to prevent them from becoming overwhelming to the child, eliminating free time, or intruding upon the student's ability to complete homework)
- Artistic and musical endeavors
- Cooking
- Nature hikes and walks
- Picnics
- Community or religious activities
- Volunteer or community projects
- Providing a quiet, uncluttered space and time set aside for homework, when necessary

Screen Media Policy

The educational philosophy of Boreal Sun Charter School is based upon a deep understanding of child development. The school is committed to nurturing each child's unique qualities so that his/her academic abilities may flourish. To that end, we request that our families put forth a conscious effort to eliminate, or at least significantly reduce, the use of screen media. We realize that significantly limiting or eliminating media from your child's life might feel like a tall order. However, with support and reassurance, we are confident that families will find that more free time means more quality time together, and more time for your child to develop and use inner resources to create games and creative play. We understand that while television and other screen media/activities can serve as a source of information and entertainment for adults, children are not operating in the same developmental stage as adults.

Please note the following information taken from the American Academy of Pediatrics website: "Studies have shown that excessive media use can lead to attention problems, school difficulties, sleep and eating disorders, and obesity. In addition, the Internet and cell phones can provide platforms for illicit and risky behaviors." The AAP also makes recommendations for limiting "screen time." "The AAP recommends that parents establish "screen-free" zones at home by making sure there are no televisions, computers or video games in children's bedrooms, and by turning off the TV during dinner. Children and teens should engage with entertainment media for no more than one or two hours per day, and that should be high-quality content. It is important for kids to spend time on outdoor play, reading, hobbies, and using their imaginations in free play."

- See more at: <https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/pages/media-and-children.aspx#sthash.Sd2jVQz7.dpuf>

Volunteerism

The BSCS model requires active engagement by parents. This family participation creates a school community that enriches all aspects of the child's growth and education. To this end we hope that all families will be able to pledge 20-45 volunteer hours per school year. We understand that a diverse community of families will have varying abilities to participate. Our regular communications with parents will include reports on how our volunteer goals are being met. This request is per family, not per student, and can be achieved through the combined efforts of multiple family members (parents, 18+ years of age older siblings, grandparents etc.).

There are a number of ways families can become involved in the life of the school and fulfill the school's request for volunteer participation.

Some ways to volunteer are:

- Assist in the classroom or teach a class using special skills you have to offer
- Serve on Parent Council
- Serve as a Class Parent Representative
- Assist with orientations, all-school meetings, educational evenings and assemblies
- Participating in and driving students for class field trips
- Assist with class plays – costuming sets, lighting, etc.
- Assist in vision and hearing screening clinics held at the school
- Be a summer watering and gardening volunteer
- Help assemble class furniture, paint and prep classrooms before and after the school year
- Assist in student reading groups
- Assist with playground supervision
- Festivals support
- Sewing projects
- Chaperoning nature walks, field trips and camping trips
- Playground, garden, and site beautification
- Other important tasks to improve the quality of classroom life as needed

If you have special circumstances that don't allow you to meet your volunteer hours, please discuss this with the Head Teacher or Administrative Secretary.

Student Life

Electronic Device Policy; Cell Phone, iPad, etc.

All hand-held electronic devices such as cell phones, video games, iPads, etc. are strictly prohibited at all times on campus for students. We understand however, that some students who bike or walk to school need a phone for safety and communication with their parents

after school. Such uses are acceptable but the electronic device must be kept in the students backpack or with the class teacher and remain off until the end of the school day.

Dress Code Policy

Boreal Sun Charter School requests the active support and cooperation of all parents in encouraging moderate clothing and personal grooming for the sake of creating a student community focused on learning, rather than superficial outward differences. We ask that students wear clothing that is clean, simple, in good repair, comfortable, modest, and safe. Fads foster labeling and single out children for otherwise unearned attention, create cliques, and exclude those not willing to follow the trend. The faculty is responsible for monitoring the dress standards within their class. If you have questions, consult your child's teacher.

Boreal Sun strongly encourages parents to provide their children with clothing free from media advertisements, cartoon images, slogans, and commercial logos of any kind. Writing, pictures, or any other insignia which are crude, vulgar, profane or sexually suggestive, or which bear drug, alcohol or tobacco advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice are prohibited. Outer clothing must conceal undergarments. Attire that exposes cleavage, midriff or buttocks is not allowed. All clothing must fit appropriately; overly baggy or overly tight clothes are not allowed. Inappropriate clothing includes see-through/fishnet fabrics, half shirts/crop-tops, side-less/backless, and strapless shirts or blouses. All teachers have the discretion, if they deem a child's clothing to be distracting to the learning environment, to ask the child to change or otherwise conceal the clothing in question.

Shoes

Platforms, high heels, and over cushioned shoes put a distance between the foot and the earth, hindering the foot's ability to develop optimally, and often the student's ability to move freely. Children should come to school wearing comfortable, practical flat-soled shoes that are firmly attached to the feet and are appropriate for the weather. Shoes must be worn at all times on school grounds. "Heely's" or other roller-type shoes and shoes with lights or sounds are prohibited. Additionally, students should have a comfortable pair of "indoor shoes" that securely attach to the foot, for their time spent inside.

Jewelry

Small, modest, pierced earrings may be worn; long dangling earrings are prohibited. Chains or studs hanging from clothes are not allowed.

Hair and Make-Up

Hair should be maintained in a style that does not cover the face. Extreme hairstyles, such as mohawks, brightly colored hair or shaved heads with symbols, etc. can be distracting to the learning environment and are discouraged. Make-up is discouraged in grades K-6. Modest make-up is allowed in 7th and 8th grades as long as it's applied at home. Students with more than modest make-up will be asked to remove it.

Weather Prepared

Alaska weather can change very quickly! Because so much of a child's energy is put into growth and development, it is essential to dress them warmly. Children should come to

school dressed in seasonally appropriate layers and shoes. Students should have rain/winter gear (weatherproof coat, mittens and gloves, boots and hood or hat) for cold, rainy and/or snowy days, as outside play is allowed in all but the most severe weather.

Communication and Grievance

Parent/Teacher Communication Guidelines

It is our desire to foster a healthy, effective communication process between staff (teachers and administrative personnel) and our parent community. To help us achieve this goal, we would like the community to join us in using the following process for addressing concerns:

If you have a question about how the curriculum is being delivered or how your child's teacher is working with her/his students, FIRST bring your question directly to your child's teacher. He/she should be able to share with you the reasons behind the actions. If you feel that there are other aspects of the issue that your child's teacher should consider or be aware of, they will be open to hearing and considering this information. Additionally, ensuring timely communication about your concerns to your child's teacher is also extremely important.

If at all possible, the bringing of sensitive questions or concerns should happen face-to-face. Body language and voice intonation are so important for the accurate understanding of the other's intentions. If a face-to-face meeting is not easily achievable, a phone call would be the next best thing. However, at any time during the phone conversation, if either party feels that the phone call has taken a negative turn, she/he should request that the conversation be postponed until both parties can meet face to face. This meeting should occur at the earliest possible opportunity. It is never healthy to leave issues unresolved.

About the use of email: In many cases, email should only be used for the dispersal of information or clarifying information. When it is used to bring concerns or criticisms, it is often more damaging than helpful. Without the presence of voice intonation or body language, emails can be easily misunderstood. A good use of email is to request a phone or personal meeting.

If your child reports anything to you that is of concern, please contact your child's teacher as soon as you are able.

If after speaking to your child's teacher, you feel that the issue is not resolved, please contact the Head Teacher.

The grievance process should be initiated if the issue has not been resolved using the above steps.

Grievance Process

This procedure for redress is a sequential series of steps designed to assist in the resolution of disagreements in those instances where the parties are unable to settle their differences. Parents, students or teachers may initiate this process. Such a request must be in writing and submitted to the Head Teacher for further action. The Head Teacher will then communicate with those involved in the conflict. A meeting will take place, resulting in an agreed upon plan

of resolution. If, after completion of this meeting, the conflict has not been resolved to the satisfaction of the parties involved, it may then be taken to the BSCS APC for a final ruling. The procedure for filing concerns is as follows:

The parties will make every attempt to communicate the concern directly to the teacher, the Head Teacher, or the parent(s) for resolution. If the parties are unable to come to a resolution, they may file their concern, in writing, with the Head Teacher.

In cases where the concern has been addressed with the Head Teacher, and any party remains dissatisfied with the decisions made to resolve the conflict at this level, that party may take their concerns to the BSCS APC. Such a complaint will be made in a written statement, which details the violation, procedures taken, and requested remedy. The complaint shall be submitted to the BSCS APC at least one week prior to the next APC meeting. Complaints submitted after that month's meeting will be addressed at the subsequent meeting. Emergency issues will be dealt with on an as-needed basis, with the APC responding at, or prior to, its next regular public meeting.

The APC will hear arguments from the parties, review prior decisions and evidence, and make inquiries as it deems necessary. The APC will then render a written decision within ten business days after the meeting unless additional time is needed. The Board of Trustees' decision shall be final.

Boreal Sun Charter School Family Commitments Form

The BSCS model is based on active engagement by parents. This family participation creates a school community that enriches all aspects of the child's growth and education. It is crucial to the success of the school and the children that families understand and agree with the things that make Boreal Sun unique.

Family/Parent Commitments:

- I am aware that the school depends on parent volunteers and needs parents to pledge to spend 20-45 hours per year, per family volunteering.
- I have received and read the Parent Handbook provided by the school to each family.
- I know that I have access to the school's charter to familiarize myself more fully with the philosophy and aims of the school.
- I am aware that the Waldorf curriculum is most effective when students have limited exposure to television, video games, computers, and movies.
- Due to the school's philosophy regarding "screen time", I am aware that computer and other technology use at school will be limited until 6th grade.
- I am aware that Boreal Sun has a \$50/semester supply fee. There is a potential for financial assistance for families in need.
- I understand that I must provide a healthy lunch and snack for my child daily.
- I understand that I am responsible for transportation to and from school daily.
- I am aware that Thursdays are partial days, with an early out at 1:30.
- I understand that the Boreal Sun curriculum meets state standards at a different pace than other schools. Attendance at quarterly parent evenings is important to stay informed about what my children are learning and why.
- I understand that attending school functions will enhance my child's educational experience, and I will do my best to attend as often as possible.
- I am aware of the communication and grievance policy as found in the parent handbook.

I understand that Boreal Sun Charter School is a school of choice, and as such, if I am not in agreement with the policies and values of the school, my child(ren) may be better served in another setting. I also understand that it is my responsibility to utilize every opportunity available to me to learn about Public Waldorf education, and the curriculum and understanding of child development that drives decisions at Boreal Sun.

Signature

Date



A Public Waldorf Charter School

Intent to Enroll Form

I support Boreal Sun Charter School and am interested in having my child(ren) attend. I understand that submitting this Intent to Enroll form does not legally obligate me, nor does it guarantee my child admission to the school. I understand that admission will be determined by appropriate and fair criteria that will include a lottery if a particular class has a waiting list by the pre-determined lottery date. After the lottery date has passed, students will be enrolled in the order of the wait list for that particular class if remaining slots become available.

 Parent/Guardian Signature
 (required)

 Date

Full Name of Child	Date of Birth	Desired Year to Enter School	Grade Level Entering in 2017	School the Child Currently Attends?

 Parent/Guardian Names

 Phone (daytime& evening)

 E-mail Address

 Address

 City

 Zip Code

 Phone #

4) Administrative Policies

The Academic Policy Committee (APC) will be the primary governing body designated to oversee and supervise all aspects of the school. The APC will select the Head Teacher to administer FNSBSD policies and regulations as the building administrator, The Head Teacher will work in conjunction with the Academic Policy Committee to carry out duties as defined by the by-laws. The APC will have final approval of all budget and curriculum matters, and may hear appeals from staff, students, and parents or guardians when necessary. BSCS administrative policies will follow FNSBSD policies except where waived. The APC will approve all forms, handbooks, and other instruments used to administer the FNSBSD policies.

The Head Teacher will be responsible for the administrative responsibilities for the school, but may teach part time as well. The school may have co-Head Teachers who will share administrative and/or teaching duties for the school. The Head Teacher(s) shall be the responsible agent for communicating on behalf of the school to the FNSBSD administration.

5) A Statement of the Charter School's Funding Allocation from the School Board and Costs Assignable to the Charter School Program Budget

BSCS is eligible for state funding as provided by the basic need calculation of AS 14.17.410[b][1] and other revenues where BSCS students are enrolled in programs that generate per capita funding. BSCS is not eligible for local funding above the required local contribution and as a public charter school, charges no tuition.

The FNSBSD will assume responsibility for assessing, scheduling, and coordinating all special education services. The FNSBSD will work jointly with BSCS to provide services for special needs students. During budgeting, the FNSBSD will designate 50%, or an amount agreed upon by BSCS and the Board of Education, of foundational formula block funding allocated by the state to BSCS for providing special education, extended learning program, and bilingual education to its students. This designated amount will represent the yearly budget BSCS is expected to spend on the staffing and supplies necessary to provide a resource program at the school. The FNSBSD will agree to provide additional services and materials necessary to appropriately serve the special education population at BSCS.

Under this arrangement, the FNSBSD shall indemnify, hold harmless, and defend BSCS, its APC, officers, agents, employees, intern volunteers, and advisors from the liability for the actions and inactions of the FNSBSD regarding special education services.

6) Method by Which the Charter School Shall Account for Receipts and Expenditures

BSCS will follow all FNSBSD policies and procedures for accounting for receipts and expenditures. BSCS will maintain all financial records for the school through the FNSBSD's Munis financial management system. All purchasing and payroll functioning for the school will be accomplished through Munis as they are for all schools in the FNSBSD. BSCS will be responsible for certifying all purchasing and staff payroll information in accordance with FNSBSD timelines.

7) Location and Description of the Facility

The BSCS APC has been actively pursuing our options for securing a building to lease. Potential contractors and realtors have responded encouragingly. Our plan is to start K-7 and grow to K-8 the following year. We would like to expand to double track classes in a few

years if interest is high and enrollment is strong, so ideally we'll find a site that will accommodate future expansions. We have three very good options listed below:

1. 150 Eagle Ave, Fairbanks, AK 99701. This building was originally an Athletic Club, and has been leased for office space most recently. This building is 20,000 square feet, and sits on a 1.3 acre lot. It is more than adequate size, and will have room for future renovations if we would like to expand. Benefits of this location include a very diverse neighborhood with many residences within walking distance, and close proximity to several parks, a bike path, downtown cultural attractions, and the Fairbanks Community Garden.
2. 1602 10th Ave, Fairbanks, AK 99701. This building currently houses The Salvation Army. It sits on approximately an acre lot, and is across the street from an existing public school, so transportation could be shared. This site shares the benefits of the above site, in many respects, and has access to sports fields in addition to parks and a bike path by the river. Building on this site would require some expansion.
3. 2175 University Ave, Fairbanks, AK 99709. This building has been traditionally used for retail business, office space, and educational programs. The building is larger than our needs, but would not need much renovation. It lacks some of the close recreational and cultural opportunities that the other locations have, but it may be more affordable, and is fairly accessible to many parts of town.

We anticipate entering into a 10 year lease, with the option to purchase at the end of our lease.

8) Name(s) of the Teacher(s) Who Will Teach in the Charter School

The following FEA tenured teachers plan to teach in our school at its opening.

Head Teacher—To be filled
Kindergarten—To be filled
First Grade—Tal Harlan
Second Grade—Stephanie Graf
Third Grade—Deb Bennett
Fourth Grade—To be filled
Fifth Grade—Cassie Jackson
Sixth Grade—To be filled
Seventh Grade—To be filled
Music/Handwork—Kristi McEwen
Foreign Language --(.5 time)—To be filled
Special Education Teacher (part time)—To be filled

Additionally, we know of one community member who would provide our school with additional Waldorf experience and certification:

Susan Kerndt is a certified Waldorf teacher, and long-time Fairbanks community member. She is currently enrolled at UAF in the Post-Bac program, and will be eligible for state certification by May of 2016. Susan would be a tremendous asset to our school, bringing with

her years of homeschooling using the Waldorf curriculum, and running a popular summer camp, “Wild Rose.”

9) *Teacher-to-Student Ratio*

Initially, BSCS plans to start with Kindergarten-Seventh grades. We anticipate capping our kindergarten class at 20 students, and grades classes at 24. If full, we would have 188 students in our first year. The following year we will grow a grade, and hire a new teacher, so we have a full eight grades. We would start with eight full-time classroom teachers, and grow to nine full-time classroom teachers. Based on this formula we will have a ratio of 1:23. The Head Teacher, with input from the classroom teacher, will have final discretion in regards to enrollment in a class.

10) *Number of Students Served*

BSCS plans to enroll 188 students initially, and grow our enrollment to a total of 212 students. If there is enough demand, and the APC feels the foundation is firm enough, we would explore the possibility of expanding to double track classes (i.e., 2 kindergartens, 2 first grades, etc.)

11) *The Term of the Contract*

BSCS requests a 10-year contract beginning with the 2017-2018 school year through the 2027-28 school year. This charter will be renewable upon the FNSBSD approval of an application during BSCS’s 9th year of operation.

12) *A Termination Clause*

BSCS may, by mutual consent with FNSBSD, agree to terminate this charter. If there is evidence of a breach of contract, remedies, including termination of this charter will be outlined in the signed FNSBSD charter school contract.

13) *A Certification of Compliance for Receipt and Use of Public Money*

BSCS agrees to comply with all state and federal requirements for the receipt and use of public money and participation in all required financial audits.

14) *Other Requirements or Exemptions*

Waivers to FNSBSD policy

The Charter School Act permits charter schools to operate free from specified state and local rules and regulations in order to effect innovative educational reform. BSCS requires that it be permitted to operate free from the specified policies below. BSCS operates in compliance with all other FNSBSD policies and regulations and all applicable federal, state, and local laws, rules, and regulations unless specifically waived. BSCS can obtain waivers from specific FNSBSD policies and regulations by submitting a written request to the school board. The request shall include the reasons BSCS is in need or desires such a waiver. In the event that a FNSBSD policy or regulation from which BSCS is requesting a waiver is required by state regulation, the FNSBSD, if it supports such a waiver, agrees to jointly request one from the State Board.

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

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

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

#324.1 Assignment and Transfer of Building Administrator:

The building administrator (Head Teacher) is selected by the APC (AS 14.03.255). Due to the uniqueness of the educational programs, the reassignment or transfer of the building administrator would severely impact charter school staff as well as students. The APC requests a waiver to ensure the long-term stability of the charter school administration.

#341 Approval of Handbooks and Directives

BSCS Handbooks and Directives will be approved by the BSCS Head Teacher.

#525 Orientation and Professional Development

We are not requesting a waiver for the first paragraph of this policy.

Teachers and staff members at BSCS need to embrace the foundational philosophy and methodology of the school. Employment at BSCS is contingent upon the candidate's agreement with the Public Waldorf philosophy. This applies to all openings including new hires, voluntary and involuntary transfers. In the case of an involuntary transfer, the staff member will have one year to commit to beginning Waldorf certification. Every effort will be made to achieve our goal of 80% Waldorf certified teachers within the first five years of operation. This also meets the standard set by the Alliance for Public Waldorf Education, of which we are a member. All provisions of applicable collective bargaining agreements apply to staff members at BSCS.

Decisions regarding professional development are made in conjunction with the APC, Head Teacher and staff members. Professional development decisions are directly connected to the BSCS mission, philosophy, and goals. Many certification programs are available for staff members, including online options, summer sequence programs, and bringing programs to Alaska in conjunction with the two other Public Waldorf schools. BSCS is committed to an early monetary investment towards contributing to the costs associated with obtaining Waldorf certification for our initial teachers.

As available, funds will be allocated for teachers required to or wishing to attend a summer conference focusing on Waldorf methods and their grade. BSCS intends to use the Danielson Framework for Teaching for teacher evaluations.

Over the course of the year, the BSCS Head Teacher and APC will determine which district trainings are beneficial to the school's teachers, and provide for Waldorf training on in-service days. Additionally, the weekly early release day will allow opportunities for staff planning, review of Waldorf curriculum, discussion of assessment data, collaboration and professional development.

#614.1 Learning Environment

It shall be the responsibility of the classroom teacher to establish a physical, emotional, and intellectual environment conducive to the educational process. The teacher shall meet the Professional Performance and Content Standards as identified and described in 4AAC 04.200 and assessed in the district's Standard Evaluation Instrument. The teacher shall implement the Board-adopted curriculum appropriate to the grade level and content area taught. The teacher shall utilize Board adopted curriculum materials in compliance with Board curriculum policies. The teacher shall assess student work in accordance with Board Policies 978- 981.11.

#740 Management of School Property

The BSCS APC and Head Teacher will hold overall responsibility for management of the school property.

#741 Security of School Property

BSCS will be responsible for all key systems and maintenance of these systems. All requests for new keys and duplications of existing keys will be granted by the head teacher. Informal non-district groups such as athletic, youth, or church groups, or community clubs can obtain permission to use the BSCS facility through the Head Teacher. Keys will be issued only through the Head Teacher.

#742 Personal Use of School Property Purpose

BSCS must approve all requests for outside informal groups usage of our building.

#802.2 Technology

BSCS believes in a low-technology environment as part of our core vision. To this end technology use will be limited until 3rd grade, and then used only for testing when required. Formal technology instruction will begin no earlier than 5th grade. When technology is used, BSCS will be responsible for providing and maintaining safe and appropriate technology infrastructure, including a technology protection measure. BSCS is responsible for educating students on appropriate action if safe use is breached. Students shall use technology, including the Internet, in a safe, responsible and appropriate manner. Violations of this policy may result in discipline.

#900.2 Curriculum

BSCS APC will use it's own K-8 Curriculum Guide, which includes student readiness standards and Mastery Core Objectives that match our curriculum and align to Alaska Content Standards.

#921.1 Selection of Instructional materials

BSCS utilizes a curriculum that integrates the Waldorf Education curriculum with Alaska State Standards. The BSCS APC will approve appropriate textbooks, software, online resources, handbooks, and other ancillary materials. The APC requests a waiver from the requirements to facilitate appropriate and timely development and changes to these materials. This request is additionally supported by #935.2 Organization and Operation of a Charter School.

#960.5 Homework

BSCS believes that homework is an integral element of the learning process in the intermediate and middle school grades.

#972 Elementary School Grading

The purpose of elementary grading is to report academic progress and observations of personal and social progress during the grading period to parents and students. These grades will be based on objectives found in the BSCS curriculum.

Waivers to Negotiated Collective Bargaining Agreements

All provisions of the existing negotiated agreements between the FNSBSD, Fairbanks Education Association [FEA], and Educational Support Staff Association (ESSA) are applicable to BSCS.

15) Risk Management

BSCS shall adequately protect against liability and risk through an active risk management program. BSCS shall operate in such a manner as to minimize the risk of injury or harm to students, employees, and others. School operations and activities shall be reviewed by the FNSBSD Risk Manager for compliance with appropriate local, state, and federal safety practices/codes and school Board policies.

BYLAWS
OF
Boreal Sun Charter School

Adopted by Boreal Sun Charter School APC
on

July 21, 2015
Fairbanks, AK

Boreal Sun Charter School
Fairbanks North Star Borough
Alaska
www.borealsuncharterschool.org

ARTICLE I

Name, Office, Fiscal Year, Governance

Section 1. NAME

The name of this organization shall be Boreal Sun Charter School (“the School” or “BSCS”).

Section 2. PRINCIPAL OFFICE

The principal office for the transaction of the activities and affairs of the School is 1062 Steele Creek Rd, Fairbanks, State of Alaska. Once the school has opened, its physical facility will house the principal office.

Section 3. FISCAL YEAR

The fiscal year of the School shall coincide with that of the Fairbanks North Star Borough School District (July 1 through June 30).

Section 4. GOVERNANCE

The School shall be governed by the Academic Policy Committee.

ARTICLE II

Academic Policy Committee

Section 1. GENERAL POWERS

Boreal Sun Charter School will have an Academic Policy Committee (APC), which is the primary governing body designated to verse and supervise all aspects of the School. No members of the APC shall act on his or her own in the name of the APC unless so authorized by these bylaws or by resolution of the APC. The APC shall have the maximum power permitted by law, shall establish policy for the school, shall fulfill the duties prescribed in A.S. 14.03.250- AS 14.17.450(d) and as set forth in these bylaws, and may include, but is not limited to, the following functions:

- A. Ensure the fulfillment of the mission of Boreal Sun Charter School as stated in the Boreal Sun Charter School/Fairbanks North Star Borough School District contract.
- B. Oversee and have ultimate accountability and responsibility for academics, curriculum, personnel issues, finances and budgeting, operations/maintenance, legal management, and other administrative tasks as required by the School.
- C. Promote professional conduct in accordance with Fairbanks North Star Borough School District policies.
- D. Delegate to the Head Teacher those tasks deemed appropriate by the APC and to render to the Head Teacher opinions regarding the hiring, evaluation, and/or termination or non-retention of teachers, staff, and other personnel to the extent permitted by law.
- E. Review contracts.

Review and rule on any other questions, issues, or policies that may arise from time to time, to the extent permitted by law.

Section 2. MEMBERS

The Academic Policy Committee (APC) shall have no fewer than seven (7), and no more than eleven (11), members. The APC shall be comprised of at least two (2) and no more than three (3) teachers under contract to the School, at least three (3) parents with students in the school, the Head Teacher, and community members with knowledge and experience able to contribute to the working of the School.

SECTION 3. TERM

The term of all members of the APC shall be three (3) years until the school charter has been

approved. Once the school has opened, the term of all members of the APC shall be two (2) years. It is the goal of these Bylaws that once the 2-year term period commences, the terms expire in alternate years so that at any regular election one (1) of the APC teacher positions and one (1) of the APC parent positions shall be open for re-election, and that the remaining teacher and/or parent position(s) shall come up for re-election at the following year's regular election. If at any time this balance is not maintained, the APC may extend (but not shorten) the term of any APC member(s) until this balance is achieved. A majority vote of the full APC shall be required to extend any term. The APC members as of the date of adoption of these bylaws shall consist of the following members.

Tal Harlan	Teacher/Chair	June 2014
Stephanie Graf	Community Member/Vice Chair	June 2014
Kristi McEwen	Parent /Secretary	June 2014
Karl Hough	Community Member	July 2014
Deborah Bennett	Teacher/Treasurer	July 2014
Kyla Wilkinson	Parent	February 2015
Heather Conklin	Parent	February 2015
Cassie Jackson	Teacher	April 2015
Natasha Prax	Parent	October 2015

SECTION 4. TERM LIMITATIONS

There shall be no limitation on the number of terms that any APC member may serve.

SECTION 5. VACANCIES AND NEW MEMBERS

Any vacancy occurring on the APC shall be filled by a majority vote of a quorum of the remaining members of the APC. Any unexpired term vacancy replacement member of the APC shall be elected for the unexpired term of his/her predecessor in office. Prior to filling any vacancy, the APC shall give notice and solicit nominations for candidates to fill the vacancy from the people and entities eligible.

SECTION 6. COMPENSATION

Members of the APC shall not receive any salary or other compensation for their services.

SECTION 7. RESIGNATION

Any APC member may resign at any time by giving written notice to the Chair or Secretary of the APC. Such resignation shall take effect at the time specified therein and, unless otherwise stated, the acceptance of such resignation shall not be necessary to make it effective.

SECTION 8. EXPECTATIONS AND REMOVAL

APC members are expected to attend, at a minimum, all regular monthly APC meetings. Although absences at times cannot be avoided, the APC may remove any APC member who fails to attend three regularly scheduled meetings during his/her term. Additionally, the APC may remove a member with or without cause when it determines that the best interests of the APC and the school would be served by removal of that member. Removal shall require a super majority vote of the APC, including the APC member who is subject to removal.

SECTION 9. CONFLICT OF INTEREST

Each member of the APC shall act in the interest of the common good and for the benefit of the School. It is the intent of these Bylaws to maintain confidence in the APC and to prevent the use of this membership for private gain or any other improper purpose.

ARTICLE IV

Officers of the Academic Policy Committee

SECTION 1. OFFICERS

The officers of the APC shall be Chair, Vice Chair, Secretary, and Treasurer, each of whom must be a current member of the APC. The APC may elect or appoint other officers, including one or more assistant secretaries, as it shall deem desirable. Such officers may have the authority and perform the duties prescribed, from time to time, by the APC.

SECTION 2. ELECTION AND TERM OF OFFICE

The term of all officers of the APC shall be for one (1) year. The officers of the APC shall be elected annually by a majority of a quorum of the APC at the annual meeting of the APC.

SECTION 3. REMOVAL

Any officer elected or appointed by the APC may be removed from office by a majority vote of the full APC whenever in its judgment the best interests of the School would be served thereby. Removal of an officer from office shall not constitute removal from the APC, as that action requires a separate vote.

SECTION 4. VACANCIES

A vacancy in any office may be filled by a majority vote of the full APC for the unexpired portion of the term.

SECTION 5. CHAIR

The Chair shall be a member of the APC, and shall be the presiding officer at all meetings of the APC. The Chair shall have such authority and perform such duties as shall be directed by the APC from time to time. Additionally, the Chair will organize and facilitate the All School Meeting every fall.

SECTION 6. VICE CHAIR

The Vice Chair shall be a member of the APC. In the absence of the Chair, or in the event of his/her death, inability or refusal to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair. The Vice Chair shall also perform such other duties as from time to time may be assigned to him/her by the APC.

SECTION 7. SECRETARY

The Secretary shall: keep the minutes of the meetings of the APC in computer files and/or one or more books provided for that purpose, see that all notices and agendas are duly given and posted in accordance with the provisions of these Bylaws or as required by law, keep an updated list of the mailing address, e-mail address, and telephone numbers of each member of the APC, and in general perform such other duties as from time to time may be assigned to him/her by the APC.

Section 8. TREASURER

Each October the Treasurer shall present to the APC the annual budget for the forthcoming year, and shall ensure that it justly supports the mission and goals of the Initiative. The Treasurer will present an update on the budget at each APC meeting, and in all ways shall be accountable to the APC. The Treasurer shall cause to be completed the audits specified in Article VI, Section 2 of these Bylaws. The Treasurer will serve as the financial liaison for all fund raising entities.

ARTICLE V

Meetings of the Academic Policy Committee

Section 1. ANNUAL AND REGULAR MEETINGS

The APC hereby formally adopts the Open Meetings Act, A.S. 44.62.310 et seq. (“the Act”). All meetings shall be conducted and all notices posted in accordance with the Act. The APC shall hold regular meetings at least four (4) times a year, but typically monthly on the third Tuesday of every month. Additionally, the APC will hold an annual meeting, during which review of bylaws and election to APC offices will occur.

SECTION 2. SPECIAL MEETINGS

Special meetings of the APC may be called by the Chair, Vice Chair, or any three members of the APC.

SECTION 3. PLACE OF MEETINGS

The APC may designate any place within the Fairbanks North Star Borough as the place of meeting for any regular meeting or special meeting. If no designation is made, the place of meeting shall be at the School.

SECTION 4. NOTICE OF MEETINGS

Notice of annual, regular, or special meetings stating the place, day, and hour of any meeting shall be delivered, either personally, by mail, or by email, to each member of the APC not less than one (1) day before the date set for such meeting. In addition, at least twenty-four (24) hours prior to each meeting, notice of and the agenda for each meeting shall be posted at the school. New issues not posted on the agenda may nonetheless be raised, discussed, and voted upon at any meeting.

SECTION 5. INFORMAL ACTION BY MEMBERS

Any action that otherwise may be taken at any meeting of the APC may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed and unanimously agreed upon in writing or e-mail by 100% of the members of the APC entitled to vote with respect to the subject matter thereof. A record of these actions shall be kept in a designated binder.

SECTION 6. QUORUM

A quorum shall be a majority of the current number of APC members. Telephonic participation is permitted at both regular and special meetings.

SECTION 7. MANNER OF ACTING

The act of a majority of the members of the APC, at a meeting at which a quorum is present

either in person or telephonically, shall be the act of the APC, unless the act of a greater number is required by law or by these Bylaws.

SECTION 8. NO PROXIES

Members of the APC may not vote by proxy.

ARTICLE VI

Checks, deposits, funds, accounting, contracts

SECTION 1. BANK ACCOUNTS, CHECKS, WITHDRAWALS, ETC.

All School monies shall be deposited in a bank account in the name of Boreal Sun Charter School. Signatories on any such accounts shall be the Head Teacher, the APC Chair, and APC Treasurer. All checks payable in amounts in excess of \$1,000 shall require the signature of two (2) authorized signatories. All checks payable in amounts in excess of \$3,500 shall require the signature of both the Head Teacher and the Treasurer. No depository account in the name of Boreal Sun Charter School may be established without the approval of the APC.

SECTION 2. ACCOUNTING

The Head Teacher shall present to the APC at each regular monthly APC meeting a report of all income and expenses since the prior APC regular monthly meeting. The APC may at any time cause a full or partial independent audit of School monies.

SECTION 3. CONTRACTS

The APC shall approve any and all contracts payable in an amount in excess of \$10,000. The APC may authorize any officer(s) or agent(s) of the School to enter into any contract or execute and deliver any instrument in the name and on behalf of the APC. Such authority may be general or confined to specific purpose or instance. This provision shall not apply to contracts payable through the Fairbanks North Star Borough School District.

ARTICLE VII

Amendments to Bylaws

SECTION 1. AMENDMENTS

These Bylaws may be altered, amended, or repealed and new bylaws may be adopted by a majority vote of the APC who are present at any regular meeting or special meeting, provided that the proposed change in the Bylaws has been submitted in writing to all of the members of the APC, and posted publicly in the school office, at least two (2) days prior to the meeting at which the proposed change will come up for a vote. Proposed changes to the Bylaws may be submitted by any member of the APC.

ARTICLE VIII

Indemnification

SECTION 1. INDEMNIFICATION

The School may, to the maximum extent permitted by law and in the absence of School or District insurance, defend, hold harmless and indemnify all current and former members of the APC, all persons who at the request of the APC have acted or not acted, and all persons currently or previously employed by the School, from and against any claims, civil or criminal, in which that person is made a party by reason, in whole or in part, of being or having been an APC member or officer, at the request of the APC have acted or not acted, or

being or having been an employee of the School, when that person has acted within the course or scope of his or her duties to the School. Indemnification shall be provided by a majority vote of the APC, on a case-by-case basis.

Date Adopted: _____

Secretary

Chair

APPENDIX D
Minutes from various APC meetings

**Boreal Sun Charter
School APC Meeting**

Date: July 27, 2014

Time: 2:00-5:00 pm

Place: Kristi McEwen's house

Mission of the Boreal Sun Charter School: To provide K-8 students with a cross curricular arts integrated program inspired by the philosophy of Waldorf Education.

AGENDA

I. Called to Order 2:00 pm

II. Agenda Approved

III. Reports

A. Tal submitted the Letter of Intent to the FNSB School District on July 16, 2014.

B. Lifeways: Kristi provided a summary of her Lifeways training experience in Rockport, ME.

C. Homeschool endeavor: Tal

1. Meeting with Kathy Hughes outcome: at this time, it is possible that the homeschool program will not be part of charter unless there is a significant amount of data to support the need. Stacy and Chelsi are taking charge of this aspect.

2. Tal or Stacy will speak with Shanna Mall about the Winterberry homeschool aspect.

3. Children of the Boreal are willing to offer two festivals to all members of the public in support of BSCS (Lantern Walk - November 11th, and Mayfair - May). Lantern Walk could potentially be a fundraiser for BSCS.

D. Informational meetings: Tal

1. 21 out of 36 people have opened the email sent about the informational meetings.

Tal has received two RSVP's.

2. Tal is sending out the Newsletter via MailChimp on Monday or soon thereafter.

E. New Members: Tal

1. Deb Bennett has agreed to be the Treasurer for the APC.

2. Corrine Vorenkamp has reviewed the Bylaws draft and will help with the non-profit status through her office. She is interested in being on the APC.

F. Non Profit status and Finances: Tal

1. Will need both professional legal assistance and professional accounting assistance for achieving and maintaining Non Profit status.

2. Katie Axelarris has offered to assist Deb with setting up Quickbooks and has significant experience with setting up a 501(c)(3).

IV. Business

- A. Approval of Bylaws. Tal reviewed the Bylaws Draft and the APC is in the early stages of review/approval.
- B. Set usual monthly meeting times: Third Tuesday of every month from 5:00-7:30 pm, starting in September 2014. Next APC on Tuesday, August 12, 2014 at Kristi McEwen's house.
- C. Approved purchase of QuickBooks Intuit for \$12.95 per month.
- D. Alliance for Public Waldorf: apply in September
 1. Fee is \$250. Can apply in September. APC will officially agree to terms at the next APC meeting.
- E. Directing the outreach committee and parent community building and The Folk School
 1. The Folk School is very eager to partner with BSCS via Parent Outreach Committee.
Chelsi will be the point of contact.
- F. Administrative Regulations (regarding waivers with FNSBSD). FNSBSD Website/Board of Education/Departments/Policies and Regulations (<http://www.k12northstar.org/boe/policies-regulations>)
 1. Review both PDF'S - Policies and Regulations online:
 - a) Chapter 1 and 7: Kristi
 - b) Chapter 2 and 13: Corrine
 - c) Chapter 3 and 11: Karl
 - d) Chapter 4 and 12: Deb
 - e) Chapter 5 and 6: Stephanie
 - f) Chapter 8 and 9: Tal
 - g) Chapter 10: Stephanie and Tal

V. Non Agenda Items

- A. Report on conversation with Jarrod Decker, Watershed principal. Strongly recommends meeting with Mike Fisher, from the FNSBSD (who is retiring in December 2014). Jarrod encourages seeking out a broad range of partnerships for establishing/building a school site.

VI. Future items / Future Business

- A. Next Meeting Date: Tuesday, August 12, 2014 5:00-7:30 pm at Kristi McEwen's house.
- B. Review Action Items
 1. APC Members must review the five bulleted documents within the Membership Process from the Alliance for Public Waldorf Education. <http://www.allianceforpublicwaldorfeducation.org/join-the-alliance/>. APC will officially agree to terms at the next APC meeting.
 2. Tal will email draft of the Bylaws to the APC for review.

3. APC members review draft of Bylaws before the next APC meeting.
4. Tal will share meeting time with Deb.
5. APC members will review assigned chapters from FNSBSD Policies and Regulations online for the September 16th meeting.

Boreal Sun Charter School APC Meeting Minutes

Date: February 17, 2015

Time: 5:30-7:30 P.M.

Place: Barnette Magnet School, Room 201 (Deb's room)

In attendance: Tal Harlan, Stephanie Graf, Kristi McEwen, Karl Hough, Kyla Wilkinson

Mission of Boreal Sun Charter School: To provide K-8 students with a cross- curricular arts integrated program inspired by the philosophy of Waldorf Education.

I. Called to Order at 5:35 (Including reading of mission statement)

II. Agenda and Meeting Minutes Approved

III. Reports

- A. HR Report—Kristi, Tal
 - a. See notes: 2-17-15 Meeting with Tracy Gatewood and Claire Morton
- B. Location/Site (include Rudolf Steiner Finance info)—Karl
 - a. Does not finance new schools. Would be able to finance after school established for three years.
 - b. Karl spoke with Danny Wood – hay fields off of Steele Creek will be sold as per owner. Borough assessed at \$300,000 for 55 acres. One parcel next to field is wooded is vacant.
- C. Discussion with Shanna Mall—Tal
 - a. The construction company that built Winterberry and Birch Tree is Criterion Construction. The schools are leasing the school from Criterion, eventually to own.
 - b. Shanna encourages us to consider Nomad Shelters as possible school space.
 - c. Another charter school in Anchorage area was gifted land and then received USDA loan.
- D. Tracy Beardon, contractor (sp?)—Deb. Tabled until next meeting.
- E. Jewelz Barker check-in—Tal.
 - a. Possible resource when we are looking at grant writing.
- F. Report on Action Items
 - Foraker opportunities—Stephanie
Think about which classes we would like to take as an organization and share thoughts with APC for next meeting.
 - Parent book study—Kristi and Kyla
Kyla has spread word and a few people are interested. Heather is also interested in organizing.
 - Individual work on charter document—everyone
 - Special Ed meeting—Kristi and Deb
- G. Non-profit status and lawyer fees

IV. Business

- A. Getting taxes done
 - a. Deb to call accountant Paul Robinson
- B. Grades Decision: APC consensus for BSCS to be a K-5 school.
- C. Begin looping discussion (Tal): Tabled until next meeting
- D. Moving forward with board development with Foraker resources: Tabled until next meeting
- E. Having “Open” meetings (Tal)
- F. Working with Google Drive and Google Docs: don’t work in the document. Save to computer then attach in email to Tal.
- G. Do we have a clear farmer’s market decision? Fundraising?
 - a. Brainstorm ideas

V. Non Agenda Items

- A. Discussing how many rooms we need – Tal will share information with Karl.
- B. Discussion with Heather

VI. Future Items/Future Business

- A. Next Meeting Date Reminder: March 17 5:00-7:30 in Kristi’s classroom (music room #240) at Pearl Creek Elementary on Auburn Drive. Kristi: 590-2234
- B. ☐ Review Action Items
 - Kristi and Kyla to discuss book study/play group with Heather.
 - Send charter chapter notes to Tal via email.
 - Kristi to schedule appointment with SPED; Deb will meet.
 - Deb to call Paul Robinson, accountant RE: taxes
 - Brainstorm ideas for fundraising
 - Deb to talk to Tracy Bearden
 - Deb will talk to Barnette principal about “old part” of school
 - Tal will talk to Melanie Hadaway about “old part” of school
 - Reserve my class room for March 17
 - Look over Foraker class offerings to see what is of interest
 - Kristi to email action items to all
 - Kristi to post meeting minutes on googledocs

VII. Meeting Adjourned at 7:35 (with Verse)

Submitted by Kristi McEwen

Boreal Sun Charter School APC Meeting Minutes

Date: September 22, 2015

Time: 5:45-7:30 P.M.☐

Place: Barnette Magnet School, Room 201

Mission of Boreal Sun Charter School: To provide K-8 students with a cross- curricular, arts integrated program, inspired by the philosophy of Waldorf Education.

In Attendance: Tal Harlan, Deb Bennett, Stephanie Graf, Karl Hough, Cassie Jackson, Heather Conklin, Kristi McEwen, Kyla Wikinson, Natasha Prax, Paula Kunkel

I. Called to Order at 6:16 pm

II. Agenda and Meeting Minutes Approved

III. Reports

H. Report on Action Items

-Parent book study—Kristi and Kyla, No report

-Site—Karl

Will be in touch with Norm Phillips about a Doyon contact. Danny Wood is still interested in having the school on their property.

-KUAC update—Stephanie. October 17th 1-3 BSCS APC will answer phones for Fall Fundraiser.

-Taxes—Deb filed the 990E Postcard for taxes.

-Meeting with FEA—Kristi, Tal

Looks like we will need only one waiver with FEA (regarding prep time).

-Athabaskan language contact—Kristi, no report. Still waiting to hear from Y. Evans.

-Alliance for Public Waldorf—Tal

Conference is January 15-17.

We need to consider whether we will renew our membership this year.

-Charter Submission—Tal submitted the charter to FNSBSD on Monday, September 21, 2015 to Dan Schmidt is the new assistant superintendent. The FNSBSD has 60 days to respond to application.

I. Report on Fundraiser and Intent to Enroll forms—Tal

a. About 27 Intent to Enroll forms from school aged families have been submitted at last count.

b. Need another person to take on the GoFundMe fundraiser.

IV. Business

H. Fundraiser discussion (ideas for moving forward)

I. KUAC--plan

V. Non Agenda Items

1. Halloween Outreach

a. Ken Kunkel or Dog Musers Hall Halloween Harvest Festival with suggested donation.

2. Halloween Outreach committee: Kyla, Kristi, Natasha, Cassie, Deb

VI. Future Items/Future Business

A. Next Meeting Date Reminder: October 20th 5:00-7:30 at Barnette school.

B. ☑ Review Action Items

- October 17th 1:00-3:00 we will answer phones for Fall Fundraiser at KUAC.
- Kristi and Cassie will be in touch regarding Athabaskan language.
- Stephanie will look into pooling our funds for a joint KUAC donation.
- Kyla will call Musers Hall to see if it is available for October 31st.
- Outreach committee will determine a place/time to meet.
- Kyla will look into a Square account and the Amazon Smile account and Freds.
- Tal and Chelsi will review state charter.
- Kyla will share fundraiser on Facebook.
- Heather will research Pick Click Give.
- Tal and Kristi will follow up with FEA regarding contract language.
-

VII. Meeting Adjourned at 7:37 pm

Boreal Sun Charter School Initiative
APC Meeting Minutes
November 17, 2015

- A. November's Committee meeting was held in the classroom of Cassie Thacker Jackson at Effie Kokrine Early College Charter School. Tal Harlan, Karl Hough, Stephanie Graf, Deborah Bennett, Cassie Thacker Jackson, Kyla Wilkinson, Natasha Prax, Ellen Wood, Misty Davenport and Heather Conklin were all present. The meeting was called to order at 5:07pm with the reading of our Mission Statement
- B. October's meeting minutes have been approved.
- C. Discussion of Parent Group/Community Outreach:
- Six families attended a Parent Group meeting held at Natasha's in early November.
 - There were quite a few boys present and lots of boy energy.
 - Suggestions for future meetings included having free play as well as directed play that could help focus that energy.
- D. Halloween/Fall Festival
- Thank You Cards for donors were signed by committee members during the meeting.
 - Monies were given to Tal for deposit into the Charter's bank account.
 - Notes from the after-party review can be found in the Google drive.
- E. Site Update
- Cindy Tack (?) was contacted by Karl and discussion ensued on a piece of property owned by her. She is willing to consider selling this property to Boreal Sun. No monies were discussed. The property is located along Farmer's Loop Road, next to the Plant Kingdom (across the road from the Volunteer Fire Department and Strocker (?) Hay Field.) Zoning for the land and whether or not permafrost will be an issue are both unknown, but Karl will continue investigating. Discussed pros for the site are it's proximity to Fairbanks, sufficient southern/sun exposure, and an observation that no other schools are in near vicinity.
- F. Athabaskan Language
- Cassie has contacted the UAF Language Department. A meeting with the department will likely occur following the holidays.
- G. Charter Submission
- Tal reported that Dan Schmidt has been contacted. Our goal is to meet with the District before Christmas.
 - Discussion ensued concerning how to let everyone know that we are regrouping and postponing the start date to 2017. Tal will write the Letter of Intent with expected feedback from Ellen, Kyla, Stephanie and Deb. The Letter of Intent will be sent in emails to all who have signed the Intent to Enroll roster. Also, a notice will be posted on Facebook and within the upcoming Newsletter. .
- H. Newsletter

- Notice of Intent to slow things down. Provide a modified timeline.
 - Committee members to send links to Tal concerning seasonal recipe/craft ideas.
 - Mention professional development.
- I. Torin Finser Visit
- Torin and his wife will be visiting Fairbanks following speaking appointments in Anchorage and Palmer on January 11th. This is social visit. The Fairbanks Anthroposophy Society will be hosting the guests and would offer a chance to meet and greet. The meet and greet will be Tea from 4:30 to 6:30 at the Florence Bates Memorial Library on Bias Drive off of Chena Hot Springs Road.
- J. Treasurer's Report
- The Charter has a balance of \$3,452.00
 - Alliance and Foraker Group memberships will be paid.
- K. Future Festival/Fundraisers
- 2016 February or March dates discussed.
 - The thought is that it would be fun to host an outdoor event - perhaps utilizing the Ken Kunkel Community Center.
 - We will have a January (first part of the month) planning event. Come prepared with lots of ideas!
- L. K-7 Grades Discussion
- Discussion as to the merits of starting our inaugural year with grades K-7 instead of K-5 occurred.
 - Preliminary vote was a unanimous yes (excepting Kristi who wasn't able to be present.)
 - Tal will send out an email requesting a final email vote within the next week.
- M. Outstanding items for discussion and/or continued work...
- Karl to look into zoning and permafrost at Cindy Tack (?) property.
 - Tal to write and send out a Letter of Intent for 2017 start date.
 - New Facebook Notice concerning 2017 start date.
 - New Newsletter - Send Tal links to season recipes or crafts as well as professional development ideas.
 - Meeting with UAF language department.
 - Meeting with District concerning Charter Submission.
 - Help with Torin Finser's (?) January 11th visit.
 - Schedule January meeting for Spring Outdoor Fundraising Event and/or Seasonal Celebration.

Submitted by Heather Conklin

Boreal Sun Charter School APC Meeting Minutes

Date: January 19, 2016

Time: 5:00-7:30 P.M.

Place: Kristi's "Office"

Mission of Boreal Sun Charter School: To provide K-8 students with a cross-curricular, arts integrated program, inspired by the philosophy of Waldorf Education.

In Attendance: Misty Davenport, Tal Harlan, Stephanie Graf, Deb Bennett, Susan Kerdnt, Karl Hough, Natasha Prax, Heather Conklin, Kristi McEwen, Cassie Jackson

I. Called to order at 5:05

II. Agenda and Meeting Minutes Approved

III. Reports

- A. Parent group/community outreach—Kyla, Natasha, Kristi
Playgroup this Saturday, January 23rd at 3:00 at Natasha's house
Kyla has crafts and fingerplay ideas
Will try for monthly meetings. In warmer months the group can meet outside.
- B. Newsletter update—Tal
Looking for submissions for the newsletter
- C. Treasurer report—Deb
Paid \$250 Alliance fee
Paid the monthly \$20 Square fee
Balance: \$3324.82
- D. Torin's visit—All
Gathering was held at the Florence Bates library on January 11th. Visited the Chena Hot Springs Resort.
- E. Meeting with the district 1/20—Tal
Tal, Stephanie and Karl will attend the meeting. Stephanie will take notes.
A district committee has been formed and has already met about our Charter.
- F. Language update—Kristi
Kristi met with Emily Leon, a certified K-8 teacher, Yup'ik speaker from Toksook Bay.
She is very interested in a full time charter position.
- G. Site—No news

IV. Business

- A. Future fundraiser
May 1st: "Mayfair"
Mushers Hall needs to be reserved
Music; dessert auction; silent auction tables; crafts; drinks, popcorn, cheese and fruit plates
- B. Office Space

V. Non Agenda Items

- 1. Cabin supplies
Studio needs chairs (Susan can bring a few), and mugs (please bring your own mug)
- 2. Lori Nichols Berrigen will be in town in February for a weekend. She is willing to come and discuss Lifeways.

VI. Future Items/Future Business

Next Meeting Date Reminder: Tuesday, February 16th from 5:00-7:30 at the McEwen

Studio.

Review Action Items

Kyla will call Somer's and Associates for Musher's Hall

Bring a mug to keep here

Send article ideas for Newsletter

Natasha will write about the playgroup

Kyla will write about the Fall Festival

Deb will send her recipe

Kristi will send article

Send a verse

VII. Meeting adjourned at 6:55

Submitted by Kristi McEwen

Boreal Sun Charter School



*Parent Handbook
2017-2018 School Year*

*Boreal Sun Charter School
Address
Phone number
Website
Email*



520 Fth Avenue, Fairbanks, AK 99701
 K12@afsd.org

2017

July

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- 2017**
- August**
 10, 16 Teacher Work Days
 11-15 Professional Development
 17 First Day for Students
- September**
 4 Labor Day (holiday)
 29 Professional Development
- October**
 13 End of 1st Quarter (early dismissal)
 30-31 Parent-Teacher Conferences
- November**
 23-24 Thanksgiving (holiday)
- December**
 20-22 Last 3 Days (early dismissal)
 22 End of 2nd Quarter (early dismissal)
 25 Winter Break - Begin

- 2018**
- January**
 5 Winter Break - End
 8 Teacher Work Day (no school)
 15 Martin Luther King Jr. (holiday)
- February**
 2 Professional Development
 19-20 Parent-Teacher Conferences
- March**
 9 End of 3rd Quarter (early dismissal)
 12-16 Spring Break
- April**
 2-6 Testing (all students attend school)
 9-13 Testing (all students attend school)
- May**
 15-17 Last 3 Days - Early Dismissal
 17 Last Day for Students
 18 Professional Development
 21 Teacher Work Day

☐ School Year End	☐ Parent-Teacher Conferences (no school)
▬ End of Quarter (early dismissal)	☐ Teacher Work Day (no school)
T Testing Day	☑ Test Make-Up Day for Full Semester
● Last 3 days (early dismissal)	☐ Winter Break (no school)
◆ Professional Development Day (no school)	☐ Summer Months
■ School Holiday (no school)	

2018

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Dear Boreal Sun Charter School Community,

It is with great happiness that I welcome you to the school and community we have created and will continue to create. The greatest gift in our budding endeavor is the strength of our individual students, parents, families, staff, and teachers coming together to create a community for us all. In anticipation of questions that will arise from day to day and situation to situation, this handbook has been created to provide you with an overview of how we plan to operate. This handbook will be a work in progress, potentially undergoing edits and transformations as the need arises. Please don't hesitate to contact any school member with questions that have yet to be answered here.

Thank you for joining us in this dynamic endeavor as we strive to build a school where the community works together to build an environment where we can all, and especially children, can thrive.

Sincerely,
Head Teacher

Guiding Principles

Vision

Boreal Sun Charter School students spend their elementary and middle school years in our warm and nurturing environment. Through the curriculum, students will gain appreciation of the interconnected-ness of all subjects and human beings. As a result of this firm foundation of wholeness, Boreal Sun Charter School intends for students to graduate as confident, creative, independent-thinking individuals who are motivated by a love of learning to further their educational goals.

Mission Statement

The Boreal Sun Charter School provides K-7 students with a cross-curricular arts integrated program inspired by the philosophy of Waldorf Education. State standards will be met with significant attention given to the developmental model of the unfolding child as practiced in the Waldorf philosophy.

Philosophy

Waldorf Education strives to meet students' readiness at each age and stage of development, and the curriculum is designed to reflect that. Movement, experiential, and artistic elements are incorporated into every subject, so the children have a hands-on experience of learning. Teachers aim to teach the whole child—the head, as well as the heart and hands. The methods long employed by Waldorf Schools are proven to be sound practices in education, such as arts-integrated subjects, and play-based kindergarten. A great emphasis is placed on penetrating subjects deeply and thoroughly from many different perspectives. We want our children to see, smell, taste, feel, think, and live in the world as fully as possible. For this reason, subjects are taught in thematic blocks during a "main lesson" time every morning. This rich experience translates to high engagement and a depth of knowledge.

We strive for the rich experience described above in the social realm as well. Boreal Sun has a looping model, which allows for deeper connections between students, teacher, and parents. Children loop with the same teacher and class (whenever possible) for first through fifth grades and again for sixth through eighth grades. Benefits are well known, In planning for these long-term classroom relationships, it is important that from the beginning students, teachers, and parents build a strong foundation of commitment to each other. Additionally, teachers hold a high standard of professional development for themselves, knowing that they must be well rounded and adjust and grow with the children every year. Teachers at Boreal Sun are in varying stages of attaining Waldorf Certification to compliment their state teaching credentials.

The kindergarten focuses on hands-on activities and experiences that promote students' physical development, sensory-motor skills, and social development. In first through seventh grades, our teaching approach and curriculum emphasize the development of imaginative thinking (key to problem solving and analytic reasoning), while helping students deeply understand and connect to what they learn.

Grades 1-7 students engage in artistic activities that are directly integrated into the academic curriculum, thus deepening their social and emotional "feeling" or connection to their subject matter, with the goal of creating a lifelong love of learning. Using a Public Waldorf

curriculum, Boreal Sun will unfold the Alaska State Standards in a developmentally appropriate way so that students will meet all Standards by the time they exit eighth grade. Please note that the Public Waldorf curriculum determines that some of those standards will be addressed at grade levels that are different than those stated in the Alaska State Standards. Some of the sequencing within the standards shall be accelerated or decelerated based upon the developmental model of the child upon which our curriculum and methodology is based.

Waldorf Curriculum Standards are available to parents upon request. Based on the needs of the individual student, a transition plan for students who leave prior to the 8th grade will be developed at the request of the parent or suggestion of the teacher.

Daily Details

School Hours

- Grades K-7 - 8:30 a.m. -3:00 p.m. Mon, Tues, Wednesday, Friday
8:30 a.m. - 1:00 p.m. Thursday
- **Early Release – Every Thursday at 1:00 for all classes.** Early out on Thursday provides for a lengthy faculty meeting designed to encourage student support and professional development for teachers.

Attendance

As a school, we greatly value rhythm and regularity. Both contribute to our students' individual and collective wellbeing in ways that are subtle and profound.

When a child does not attend school on any school day he or she is considered absent. Parents must notify the attendance office within 24 hours of each day missed. The parent can come to the attendance office, send a note to school, leave a message or email the school.

We strongly encourage families to arrange for vacations and trips during non-school periods. Please be aware that the continuity of your child's class study is interrupted when he/she is absent. It is imperative to be conscientious in this regard.

For additional information, refer to the policy for Absences and Tardiness in the Fairbanks North Star Borough School District's document "Student Rights and Responsibilities."

Arriving Late - Tardies

Because there is a rhythm to the day, with an opening and a closing activity, it is important that your child arrive at school on time to benefit from the entire class day.

If a child is late, the child must first get a late pass from the office before the child goes to class. It is imperative to knock and please wait for a teacher to respond. This may take a few minutes if the class is in the middle of an activity that would be diminished for everyone if it were interrupted. Parents must notify the attendance office within 24 hours the reason for

the tardy. The parent may come to the attendance office, send a note to school, leave a message, or email the office.

Early Pick Up of a Student

When a parent or guardian plans to pick a child up early, they need to send a notice at the beginning of the school day to the teacher. Parents must go to the school office to sign their child out prior to going to the classroom to get the student.

Lunch and Snacks

Please make sure your child has an adequate breakfast at home. Students need to bring a mid-morning snack and lunch. These should be nutritious and well balanced. We encourage whole and healthful foods such as whole grains, protein, fruits, and vegetables. Gum, candy and sugary foods should be left at home.

Emergency School Closure and Snow Days

Boreal Sun follows the school district's decisions in regard to school closing due to inclement weather.

Birthday Celebrations

Each class has its own birthday protocol to honor students. If you would like to bring in a wholesome snack in celebration of your child's birthday, please check with your child's teacher regarding food allergies. In general, we suggest birthday treats such as popcorn, fruit, vegetables or homemade goods. Please avoid artificial dyes and additives, as some children are sensitive to these ingredients.

Walking Field Trips

Classes may go for a walking field trip as part of their daily activity at the school. Parents sign an acknowledgement when enrolling a student giving permission for students to go on walking trips without notifying the parents. If a parent knows they need to take a student out early on any day, they need to send a notice to the class teacher so arrangements can be made to pick up the child early.

School Family Partnership

Parent Evenings

Held ideally four times per year, class parent evenings are a time for classroom parents to engage with one another and their child's class teacher. Teachers share a "picture" of their classroom dynamic and a curriculum overview as well as providing insights into these elements as they relate to child development. There may also be time for parents to discuss a particular theme or to experience a particular element of their child's education. It is also a time for questions and experiences to be shared. Please plan to attend ALL parent evenings held by your child's class teacher as these events are vital in staying up-to-date on classroom and school wide happenings, building parent relationships, and in providing a link to your child's education. Parent evenings are posted on our online calendar and notice is emailed.

Family Rhythms

Another way families can enhance the educational experience of their children is by understanding the rhythms of the day. Children flourish in environments that are loving, orderly, and predictable. With an external sense of order and routine, children feel comfortable living in the moment. Just knowing what is expected at different intervals in the day can help children feel secure in the world. As an example, a bedtime ritual can help to calm and soothe children and prepare them for restful sleep. Once this routine is established, the ritual may become parents' most treasured time with their children.

These other home activities support the work of the school:

- Regular bedtime that allows 10--12 hours of sleep
- Eating a healthy protein rich breakfast consisting of whole foods and minimal sugar
- Reading to your child daily
- Household or yard chores
- Outdoor play
- Gardening
- Indoor creative play
- Hobbies (if these are scheduled activities such as lessons, team sports, etc., these should be monitored in order to prevent them from becoming overwhelming to the child, eliminating free time, or intruding upon the student's ability to complete homework)
- Artistic and musical endeavors
- Cooking
- Nature hikes and walks
- Picnics
- Community or religious activities
- Volunteer or community projects
- Providing a quiet, uncluttered space and time set aside for homework, when necessary

Screen Media Policy

The educational philosophy of Boreal Sun Charter School is based upon a deep understanding of child development. The school is committed to nurturing each child's unique qualities so that his/her academic abilities may flourish. To that end, we request that our families put forth a conscious effort to eliminate, or at least significantly reduce, the use of screen media. We realize that significantly limiting or eliminating media from your child's life might feel like a tall order. However, with support and reassurance, we are confident that families will find that more free time means more quality time together, and more time for your child to develop and use inner resources to create games and creative play. We understand that while television and other screen media/activities can serve as a source of information and entertainment for adults, children are not operating in the same developmental stage as adults.

Please note the following information taken from the American Academy of Pediatrics website: "Studies have shown that excessive media use can lead to attention problems, school difficulties, sleep and eating disorders, and obesity. In addition, the Internet and cell phones can provide platforms for illicit and risky behaviors." The AAP also makes recommendations for limiting "screen time." "The AAP recommends that parents establish "screen-free" zones at home by making sure there are no televisions, computers or video

games in children's bedrooms, and by turning off the TV during dinner. Children and teens should engage with entertainment media for no more than one or two hours per day, and that should be high-quality content. It is important for kids to spend time on outdoor play, reading, hobbies, and using their imaginations in free play.”

- See more at: <https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/pages/media-and-children.aspx#sthash.Sd2jVQz7.dpuf>

Volunteerism

The BSCS model requires active engagement by parents. This family participation creates a school community that enriches all aspects of the child's growth and education. To this end we hope that all families will be able to pledge 20-45 volunteer hours per school year. We understand that a diverse community of families will have varying abilities to participate. Our regular communications with parents will include reports on how our volunteer goals are being met. This request is per family, not per student, and can be achieved through the combined efforts of multiple family members (parents, 18+ years of age older siblings, grandparents etc.).

There are a number of ways families can become involved in the life of the school and fulfill the school's request for volunteer participation.

Some ways to volunteer are:

- Assist in the classroom or teach a class using special skills you have to offer
- Serve on Parent Council
- Serve as a Class Parent Representative
- Assist with orientations, all---school meetings, educational evenings and assemblies
- Participating in and driving students for class field trips
- Assist with class plays – costuming sets, lighting, etc.
- Assist in vision and hearing screening clinics held at the school
- Be a summer watering and gardening volunteer
- Help assemble class furniture, paint and prep classrooms before and after the school year
- Assist in student reading groups
- Assist with playground supervision
- Festivals support
- Sewing projects
- Chaperoning nature walks, field trips and camping trips
- Playground, garden, and site beautification
- Other important tasks to improve the quality of classroom life as needed

If you have special circumstances that don't allow you to meet your volunteer hours, please discuss this with the Head Teacher or Administrative Secretary.

Student Life

Electronic Device Policy; Cell Phone, iPad, etc.

All hand-held electronic devices such as cell phones, video games, iPads, etc. are strictly prohibited at all times on campus for students. We understand however, that some students who bike or walk to school need a phone for safety and communication with their parents after school. Such uses are acceptable but the electronic device must be kept in the students backpack or with the class teacher and remain off until the end of the school day.

Dress Code Policy

Boreal Sun Charter School requests the active support and cooperation of all parents in encouraging moderate clothing and personal grooming for the sake of creating a student community focused on learning, rather than superficial outward differences. We ask that students wear clothing that is clean, simple, in good repair, comfortable, modest, and safe. Fads foster labeling and single out children for otherwise unearned attention, create cliques, and exclude those not willing to follow the trend. The faculty is responsible for monitoring the dress standards within their class. If you have questions, consult your child's teacher.

Boreal Sun strongly encourages parents to provide their children with clothing free from media advertisements, cartoon images, slogans, and commercial logos of any kind. Writing, pictures, or any other insignia which are crude, vulgar, profane or sexually suggestive, or which bear drug, alcohol or tobacco advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice are prohibited. Outer clothing must conceal undergarments. Attire that exposes cleavage, midriff or buttocks is not allowed. All clothing must fit appropriately; overly baggy or overly tight clothes are not allowed. Inappropriate clothing includes see-through/fishnet fabrics, half shirts/crop-tops, side-less/backless, and strapless shirts or blouses. All teachers have the discretion, if they deem a child's clothing to be distracting to the learning environment, to ask the child to change or otherwise conceal the clothing in question.

Shoes

Platforms, high heels, and over cushioned shoes put a distance between the foot and the earth, hindering the foot's ability to develop optimally, and often the student's ability to move freely. Children should come to school wearing comfortable, practical flat-soled shoes that are firmly attached to the feet and are appropriate for the weather. Shoes must be worn at all times on school grounds. "Heely's" or other roller-type shoes and shoes with lights or sounds are prohibited. Additionally, students should have a comfortable pair of "indoor shoes" that securely attach to the foot, for their time spent inside.

Jewelry

Small, modest, pierced earrings may be worn; long dangling earrings are prohibited. Chains or studs hanging from clothes are not allowed.

Hair and Make-Up

Hair should be maintained in a style that does not cover the face. Extreme hairstyles, such as mohawks, brightly colored hair or shaved heads with symbols, etc. can be distracting to the learning environment and are prohibited discouraged. Make-up is prohibited discouraged in

grades K-6. Modest make-up is allowed in 7th and 8th grades as long as it's applied at home. ~~Students with more than modest make-up will be asked to remove it.~~

Weather Prepared

Alaska weather can change very quickly! Because so much of a child's energy is put into growth and development, it is essential to dress them warmly. Children should come to school dressed in seasonally appropriate layers and shoes. Students should have rain/winter gear (weatherproof coat, mittens and gloves, boots and hood or hat) for cold, rainy and/or snowy days, as outside play is allowed in all but the most severe weather.

Communication and Grievance

Parent/Teacher Communication Guidelines

It is our desire to foster a healthy, effective communication process between staff (teachers and administrative personnel) and our parent community. To help us achieve this goal, we would like the community to join us in using the following process for addressing concerns:

If you have a question about how the curriculum is being delivered or how your child's teacher is working with her/his students, **FIRST** bring your question directly to your child's teacher. He/she should be able to share with you the reasons behind the actions. If you feel that there are other aspects of the issue that your child's teacher should consider or be aware of, they will be open to hearing and considering this information. Additionally, ensuring timely communication about your concerns to your child's teacher is also extremely important.

If at all possible, the bringing of sensitive questions or concerns should happen face-to-face. Body language and voice intonation are so important for the accurate understanding of the other's intentions. If a face-to-face meeting is not easily achievable, a phone call would be the next best thing. However, at any time during the phone conversation, if either party feels that the phone call has taken a negative turn, s/he should request that the conversation be postponed until both parties can meet face to face. This meeting should occur at the earliest possible opportunity. It is never healthy to leave issues unresolved.

About the use of email: In many cases, email should only be used for the dispersal of information or clarifying information. When it is used to bring concerns or criticisms, it is often more damaging than helpful. Without the presence of voice intonation or body language, emails can be easily misunderstood. A good use of email is to request a phone or personal meeting.

If your child reports anything to you that is of concern, please contact your child's teacher as soon as you are able.

If after speaking to your child's teacher, you feel that the issue is not resolved, please contact the Head Teacher.

The grievance process should be initiated if the issue has not been resolved using the above steps.

Grievance Process

This procedure for redress is a sequential series of steps designed to assist in the resolution of disagreements in those instances where the parties are unable to settle their differences. Parents, students or teachers may initiate this process. Such a request must be in writing and submitted to the Head Teacher for further action. The Head Teacher will then communicate with those involved in the conflict. A meeting will take place, resulting in an agreed upon plan of resolution. If, after completion of this meeting, the conflict has not been resolved to the satisfaction of the parties involved, it may then be taken to the BSCS APC for a final ruling. The procedure for filing concerns is as follows:

The parties will make every attempt to communicate the concern directly to the teacher, the Head Teacher, or the parent(s) for resolution. If the parties are unable to come to a resolution, they may file their concern, in writing, with the Head Teacher.

In cases where the concern has been addressed with the Head Teacher, and any party remains dissatisfied with the decisions made to resolve the conflict at this level, that party may take their concerns to the BSCS APC. Such a complaint will be made in a written statement, which details the violation, procedures taken, and requested remedy. The complaint shall be submitted to the BSCS APC at least one week prior to the next APC meeting. Complaints submitted after that month's meeting will be addressed at the subsequent meeting. Emergency issues will be dealt with on an as-needed basis, with the APC responding at, or prior to, its next regular public meeting.

The APC will hear arguments from the parties, review prior decisions and evidence, and make inquiries as it deems necessary. The APC will then render a written decision within ten business days after the meeting unless additional time is needed. The Board of Trustees' decision shall be final.

Alliance for Public Waldorf Education
**“Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program”**

English Language Arts

Grade 2

Reading Literature

Key Ideas and Details

2 RL 1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. (2 RL 1) (Incorporates 1 RL 1)

2 RL 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (2 RL 2)

2 RL 3. Describe how characters in a story respond to major events and challenges. (2 RL 3)

Craft and Structure

2 RL 4. Ask and answer questions about unknown words in a text. (K RL 4)

2 RL 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (2 RL 5)

2 RL 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (2 RL 6)

2 RL 7. Identify the front cover, back cover, and title page of a book. (K RI 5)

2 RL 7a. Use illustrations and details in a story to describe its characters, setting, or events.
(1 RJ 7)

2 RL 8. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (K RL 6)

Integration of Knowledge and Ideas

2 RL 9. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.)
(K RL 7)

Range of Reading and Level of Text Complexity

2 RL 10. Actively engage in group reading activities with purpose and understanding. (K RL 10)

2 RL 10a. **Activate prior knowledge related to the information and events in texts. (CA)**
(K RL 10a) (1 RL 10a)

2 RL 10b. **Use illustrations and context to make predictions about text. (CA)** (K RL 10b)

2 RL 10c. **Confirm predictions about what will happen next in a text, (CA)** (1 RL 10b)

Reading Foundational Skills

Phonics and Word Recognition

2 RF 1. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** (2 RF 3)(K RF 3) (1 RF 3)

2 RF 1a. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. **(Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the Grade 1 phonics standards.) (CA)** (K RF 3b)

2 RF 1b. Distinguish long and short vowels when reading regularly spelled one-syllable words. (2 RF 3a)

2 RF 1c). Distinguish long from short vowel sounds in spoken single-syllable words. (1 RF 2a)

2 RF 1d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (1 RF 2d)

2 RF 1e. Know spelling-sound correspondences for additional common vowel teams. (2 RF 2b)

2 RF 1f. Decode regularly spelled two-syllable words with long vowels. (2 RF 3c)

2 RF 2. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (K RF 3c)

2 RF 3. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (K RF 3d)

Fluency

2 RF 4. Read emergent-reader texts with purpose and understanding. (K RF 4)

2 RF 4a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (1 RF 4c)

Writing

Text Types and Purposes

- 2 W 1. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K W 2)
- 2 W 2. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K W 3)
- 2 W 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (2 W 3)

Production and Distribution of Writing

- 2 W 4. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (2 W 5)
- 2 W 5. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K W 8)

Speaking and Listening

Comprehension and Collaboration

- 2 SL 1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. (2 SL 1)
- 2 SL 1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (2 SL 1a)
- 2 SL 1b. Build on others' talk in conversations by linking their comments to the remarks of others. (2 SL 1b)
- 2 SL 1c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (2SL 1c)
- 2 SL 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2 SL 2)
- 2 SL 3. **Give and follow three- and four-step oral directions.** CA (2 SL 2a)

2 SL 4. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2 SL 3)

Presentation of Knowledge and Ideas

2 SL 5. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (2 SL 4)

2 SL 6. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (Audios at Gr. 7) (2 SL 5)

2 SL 7. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) (2 SL 6)

Language

Conventions of Standard English

2 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2 L 1)

2 L 1a. Use collective nouns (e.g., *group*). (2 L 1a)

2 L 1b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). (2 L 1b)

2 L 1c. Use reflexive pronouns (e.g., *myself, ourselves*). (2 L 1c)

2 L 1d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). (2 L 1d)

2 L 1e. Use adjectives and adverbs, and choose between them depending on what is to be modified. (2 L 1e)

2 L 1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (2 L 1f)

2 L 1g. **Create readable documents with legible print. CA** (2 L 1g)

2 L 2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing. (K L 2) (1 L 2)

2 L 2a. Capitalize holidays, product names, and geographic names. (2 L 2a)

Knowledge of Language

2 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (2 L 3)

Vocabulary Acquisition and Use

- 2 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. (2 L 4) (K L 4)
- 2 L 4a. Use sentence-level context as a clue to the meaning of a word or phrase. (2 L 4a)
- 2 L 4b. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (K L 4a)
- 2 L 4c. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (K L 4b) (1 L 4b)
- 2 L 4d. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). (2 L 4b)
- 2 L 4e. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). (1 L 4c)
- 2 L 4f. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (2 L 4c)
- 2 L 4g. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (2 L 4d)
- 2 L 5. Demonstrate understanding of word relationships and nuances in word meanings. (2 L 5)
- 2 L 5a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). (2 L 5a)
- 2 L 5b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). (2 L 5b)
- 2 L 5c. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (K L 5b)
- 2 L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). (2 L 6)

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

English Language Arts **Grade Four**

Reading Literature

Key Ideas and Details

- 4 RL 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.(4 RL 1)
- 4 RL 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (4 RL 2)
- 4 RL 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). (4 RL 3)

Craft and Structure

- 4 RL 4. Students distinguish their own point of view from that of the narrator or those of the characters.(3 RL 6)

Integration of Knowledge and Ideas

- 4 RL 5. With prompting and support, compare and contrast the adventures and experiences of characters in stories. (K RL 9) (1 RL 9)
- 4 RL 6. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (2 RL 9)
- 4 RL 7. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (3 RL 9)

Range of Reading and Level of Text Complexity

- 4 RL 8. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (4 RL 10)

Reading Informational Texts

Key Ideas and Details

- 4 RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3 RI 1) (2 RI 1)
- 4 RI 2. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4 RI 1)

- 4 RI 3. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (2 RI 2)
- 4 RI 4. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4 RI 2) (3 RI 2)
- 4 RI 5. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (4 RI 3) (2 RI 3)

Craft and Structure

- 4 RI 6. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. **(See grade 4 Language standards 4-6 for additional expectations.)** CA (4 RI 4)
- 4 RI 7. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (2 RI 5)
- 4 RI 8. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (2 RI 6)

Integration of Knowledge and Ideas

- 4 RI 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4 RI 9)(K RI 9)
- 4 RI 10. Identify the reasons an author gives to support points in a text. (K RI 8)
- 4 RI 11. Students distinguish their own point of view from that of the author of a text. (3 RI 6)
- 4 RI 12. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (2 RI 7)

Range of Reading and Level of Text Complexity

- 4 RI 13. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (4 RI 10)

Reading Foundational Skills

Phonics and Word Recognition

4 RF 1. Know and apply grade-level phonics and word analysis skills in decoding words. (4 RF 3)

4 RF 1a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (4 RF 3a)

4 RF 1b. Identify and know the meaning of the most common prefixes and derivational suffixes. (3 RF 3a)

Fluency

4 RF 2. Read with sufficient accuracy and fluency to support comprehension. (4 RF 4)

4 RF 2a. Read on-level text with purpose and understanding. (4 RF 4a)

4 RF 2b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (4 RF 4b)

4 RF 2c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (4 RF 4c)

Writing

Text Types and Purposes

4 W 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. (2 W 1)

4 W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (4 W 2)

4 W 2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (4 W 2a)

4 W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (4 W 2b)

4 W 2c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). (4 W 2c)

4 W 1d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (4 W 2d)

4 W 2e. Provide a concluding statement or section related to the information or explanation presented. (4 W 2e)

4 W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (4 W 3)

4 W 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (4 W 3a)

4 W 3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (4 W 3b)(3 W 3b)

4 W 3c. Use a variety of transitional words and phrases to manage the sequence of events. (4 W 3c)

4 W 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (4 W 3d)

4 W 3e. Provide a conclusion that follows from the narrated experiences or events. (4 W 3e)

Production and Distribution of Writing

4 W4. Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. **CA (4 W 4)** (2 W 4)

4 W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (4 W 5)

Research to Build and Present Knowledge

4 W 6. Conduct short research projects that build knowledge through investigation of different aspects of a topic.(4 W 7)

4 W 6a.Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2 W 7)

4 W 7. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, **paraphrase**, and categorize information, and provide a list of sources. **CA (4 W 8) (3 W 8)**

4 W 8. Draw evidence from literary or informational texts to support analysis, reflection, and research. (4 W 9)

Range of Writing

4 W 9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (4 W 10)(3 W 10)

Speaking and Listening

Comprehension and Collaboration

- 4 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (4 SL 1)
- 4 SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (4 SL 1a)
- 4 SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles. (4 SL 1b)
- 4 SL 1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (4 SL 1c)
- 4 SL 1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (4 SL 1d)
- 4 SL 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (4 SL 2)

Presentation of Knowledge and Ideas

- 4 SL 3. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (4 SL 4)
- 4 SL 3a. **Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA** (4 SL 4a)
- 4 SL 3b. **Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA** (4 SL 4b)
- 4 SL 4. Add audio recordings or visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4 SL 5) (Audio at Grade 7)
- 4 SL 5. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.) (4 SL 6)

Language

Conventions of Standard English

- 4 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (4 L 1)
- 4 L 1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (3 L 1a)
- 4 L 1b. Form and use regular and irregular plural nouns. (3 L 1b)
- 4 L 1c. Use abstract nouns (e.g., *childhood*). (3 L 1c)
- 4 L 1d. Form and use regular and irregular verbs. (3 L 1d)
- 4 L 1e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. (3 L 1e)
- 4 L 1f. Ensure subject-verb and pronoun- antecedent agreement. (3 L 1f)
- 4 L 1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (3 L 1g)
- 4 L 1h. Use coordinating and subordinating conjunctions. (3 L 1h)
- 4 L 1i. Produce simple, compound, and complex sentences. (3 L 1i)
- 4 L 1j. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. (4 L 1b)
- 4 L 1k. Use adjectives and adverbs, and choose between them depending on what is to be modified. (2 L 1e)
- 4 L 1l. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (2 L 1f)
- 4 L 1m. Order adjective within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). (4 L 1d)
- 4 L 1n. Form and use prepositional phrases. (4 L 1e)
- 4 L 1o. Correctly use frequently confused words (e.g., *to, too, two; there, their*). (4 L 1g)
- 4 L 1p. Write fluidly and legibly in cursive or joined italics. CA (4 L 1h)**
- 4 L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (4 L 2)
- 4 L 2a. Use correct capitalization. (4 L 2a)

- 4 L 2b. Use commas and quotation marks to mark direct speech and quotations from a text. (4 L 2b) (3 L 2c)
- 4 L 2c. Form and use possessives. (3 L 2d)
- 4 L 2d. Use a comma before a coordinating conjunction in a compound sentence. (4 L 2c)
- 4 L 2e. Use commas in addresses. (3 L 2b)
- 4 L 2f. Use commas in greetings and closings of letters. (2 L 2b)
- 4 L 2g. Use an apostrophe to form contractions and frequently occurring possessives. (2 L 2c)
- 4 L 2h. Spell grade-appropriate words correctly, consulting references as needed. (4 L 2d)

Knowledge of Language

- 4 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (4 L 3)
 - 4 L 3a. Choose words and phrases to convey ideas precisely. (4 L 3a)
 - 4 L 3b. Choose punctuation for effect. (4 L 3b)
 - 4 L 3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (4 L 3c)

Vocabulary Acquisition and Use

- 4 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. (4 L 4)
 - 4 L 4 a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (4 L 4a)
 - 4 L 4b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). (3 L 4c)
 - 4 L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas**. CA (4 L 4c)
- 4 L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (4 L 5)
 - 4 L 5a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. (4 L 5a)
 - 4 L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs. (4 L 5b)
 - 4 L 5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (4 L 5c)

4 L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (4 L 6)

APPENDIX G
Statement of Non-Discrimination

Statement of Non-Discrimination

Boreal Sun Charter School will not discriminate against pupils 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.

APPENDIX H Admissions Policies and Procedures

Admission Policies and Procedures

Admissions Criteria

Boreal Sun Charter School will not discriminate against pupils 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.

BSCS welcomes any student whose families are willing to make a commitment to follow the expectations outlined on our Family Commitments Form and in the Parent Handbook. The expectations are presented in our Intent to Enroll form, and the Family Commitments Form is signed during the registration period. These requirements include attending a school tour and informational meeting, volunteering for 45 hours a year per family (volunteering may be done in multiple ways and families who are struggling to meet this requirement may be given other alternatives at their request), understanding that significantly limiting media exposure for children is highly valued in our philosophy, paying a school supply fee of \$50 per child per semester (financial assistance will be available, and no other supplies will be needed), and providing their student's lunch and transportation. An individual meeting with the class teacher or head teacher will be required upon enrollment. The Parent Handbook, Intent to Enroll Form, and Family Commitments Form may be found in Appendix 2.

Admissions Procedures

BSCS encourages prospective families to familiarize themselves with our program and to apply if they fit the admission criteria, and can commit to our school's philosophy. BSCS offers many opportunities for prospective parents to learn about our program. These include a required informational meeting for prospective parents about Public Waldorf education, school tours, and information about Waldorf education presented in flyers and on the school website. If parents believe that our school program is a good fit for their family and are interested in enrolling their children, they will fill out an "Intent to Enroll" form for their child and submit it by the posted deadline. In certain pre-approved circumstances attending an informational meeting prior to enrollment may be accomplished through an approved proxy. This will be helpful for families who are moving to the area.

BSCS's open enrollment period and lottery procedure will take place in the spring of the year of enrollment. All prospective students, grades Kindergarten through 5th grade in the first year of the school's opening, and growing to 8th grade, will be given the opportunity to enroll. The following shall be given preference for admission to the school:

Children of Founding Families (defined as any family who has contributed 50 volunteer hours to the creation of the school)*

Children of employees of the school*

Students enrolled in BSCS (after the 1st year)

Siblings of students currently enrolled in the school (after the 1st year) (siblings are defined as any two or more students who share a legal parent/guardian)

All other applicants not listed in the above categories

*We anticipate the number of founding family children and employee children to be less than 8% of our overall enrollment.

Intent to Enroll forms will be available no later than the last week of March from the BSCS office and may be downloaded or submitted from the BSCS website. These Intent to Enroll forms should be completed and returned as soon as possible but no later than the announced due date.

After the due date, if the number of pupils who wish to attend the charter school exceeds the school's capacity, enrollment, except for preferences listed above, shall be determined by a lottery (a random drawing) as described below. Families will be notified by phone if their student is selected for a spot in the lottery. Families of students who have been placed on the waitlist will be notified by email. Annual fall registration will take place at the beginning of August.

First Year Enrollment Requirements

During the first year of operation for BSCS, we recognize the need to start with a strong seventh grade class to be fiscally responsible. For that reason we may decide to begin our first year with only K-6 if we do not have full enrollment for our seventh grade class. This decision will be made by the APC after the process has been completed for 2017.

Enrollment Policy - Withdrawals

If a family chooses to withdraw a child from BSCS, that child will no longer have sibling or Waldorf homeschool priority for enrollment should the family want to reenroll the student in the future. Removing the priority enrollment status for a child who has been withdrawn does not disallow their inclusion in the lottery and potential reenrollment. It simply removes the priority status. The child could still be re-admitted through the regular lottery process.

Admissions Timeline

- Intent to Enroll and Intent to Return forms available: End of March
- Intent to Return forms due: First week of April
- Intent to Enroll forms due: Second week of April
- Lottery: Third week of April

Eligible Students

All students living within the Fairbanks North Star Borough are eligible and encouraged to attend BSCS. We will embrace the diverse populations in our area. Students will be placed in classes heterogeneously as much as possible, including giving attention to pupil/teacher ratio guidelines in this charter document, and to gender balance.

Following FNSBSD Policy, the minimum age of the children entering the school will be:
Kindergarten: Age 5 by September 1st.

First Grade: Age 6 by September 1st, unless retention is recommended as outlined in our Kindergarten Retention Policy.

Additionally, eighth grade applications will not be accepted unless the student is coming from a previous Waldorf experience. Entering into such a different philosophy as Waldorf Education, with just one year to acclimate, will not be beneficial for most children. Special cases may be considered by the Head Teacher for a student who has previous Waldorf Education.

Kindergarten Retention and Enrollment Policy

In September of each year the Kindergarten teachers will meet with the Kindergarten parents to go over 1st Grade Readiness. This will include 1st grade readiness skills that the teachers will be looking for in students over the course of the Kindergarten year. These are skills that children meet once they are developmentally ready (during the 5-7 year shift) vs. skills that are met due to practice. These skills and where a child is developmentally in this 5 to 7 year shift will be discussed in November at the first parent meeting.

If a recommendation for retention is made by the Kindergarten teacher for a child born before June 1st at the March parent/teacher conference, the school will hold a spot for that child in both Kindergarten and First grade for the following school year, allowing the parent to have their child re-evaluated in late July. In most situations the school will honor the parent's decision to move the child up to first grade. Final decision for grade placement will be the Head Teacher's.

Parents with children in the lottery for 1st grade born after June 1st will need to schedule a meeting with the school to have their child evaluated for 1st grade readiness. If the evaluator feels that the child is not ready for 1st grade, the family will be told they may put their child's name in the Kindergarten lottery.

Enrollment Provisions for Additional Students

If available spaces within any grade level are not filled by students who have submitted Intent to Return Forms, then those seats open up to students who have submitted Intent to Enroll Forms. If the number of seats available for a grade level is equal to or less than the number of applicants, then those students will be offered the seats available without a lottery.

If the number of students who fill out an Intent to Enroll form exceeds the grade level capacity, a lottery will occur. All the students listed on Intent to Enroll forms that are turned in by the announced deadline will be placed into the lottery. The lottery process fills any open seats in a grade and creates the waitlist for each grade. Any Intent to Enroll forms submitted after the deadline will be added to the bottom of the waitlist in the order they are received. In the event that a grade level is not filled during the lottery, seats will be offered to those who submit an Intent to Enroll form in the order they are received.

As openings occur mid-year, families on the waiting list will be contacted regarding the vacancy. They have 48 hours to accept the available opening. If they decline the offer, their name is removed from the waiting list. If they are interested in enrolling in the future they must resubmit an Intent to Enroll form the following spring and participate in the stated admission procedures.

Lottery

If the number of intent to enroll forms exceeds the school's capacity, enrollment, except for preferences listed above, shall be determined by a lottery (a random drawing). The lottery will be held during the third week of April each year. The results will be witnessed and parents will be notified of the results. BSCS commits to making the lottery and enrollment procedures and practices clear and transparent to parents, staff and community.

Any applications received after the deadline will be dated and timed. Children listed on these applications will be added to the list for their grade in the order they are received. If openings are available, the children will be given a spot in BSCS. If there are no openings, they will be added to the wait list. If a family participates in the lottery and does not get a spot during one school year, but remains interested in enrollment for the next school year, a new Intent to Enroll form must be completed the following spring. Waitlists do not carry over from year to year. Intent to Enroll forms will be accepted year-round, and names will continue to be added to the waitlist. However, enrollment after the first quarter will be considered on a case-by-case basis.

APPENDIX I

Written Budget Summary and Projected Budget

ESTIMATED FUNDING Estimated 2017-18 Estimated BOREAL SUN CHARTER SCHOOL As of 6/14/2016

			<u>Budget</u>
Variables:			
FTE Enrollment:			175.00
Special Circumstance:			
Is this charter school in it's first three years of operation or did charter school have at least 75 students last year? (Y/N).....			Y
ADM if fte is 150 students or greater	= table		245.10
ADM if fte >74 but <150 students, but meets special circumstance	= x1.454		-
ADM if fte >120 but <150 students, but no special circumstance	= x1.18		-
ADM if fte is less than 75 students.	= x1.18		-
 Estimated State Foundation Funding	Rate	Y/N	
FTE Enrollment			175.00
ADM as adjusted for school size per above category			245.10
ADM as adjusted for district cost factor	1.070	Y	262.26
ADM as adjusted for special needs funding	1.200	Y	314.71
ADM as adjusted for voc ed funding - High School allocation	1.010	N	314.71
ADM as adjusted for voc ed funding - Middle School allocation	1.005	Y	316.28
Adjusted ADM			316.28
Base student allocation			\$ 5,930
Basic Need			\$ 1,875,552
 Other funding adjustments			
Share of quality schools =>		Y	5,061
AADM	316		
Per AADM	\$ 16		
Share of Voluntary Local Contribution =>	50%	Y	154,960
Local contribution	54,169,000		
Local contribution deduct	(28,617,196)		
	25,551,804		
Share of impact aid above deduct =>		N	-
Eligible Impact aid	10,757,532		
Impact aid deduct	(5,061,849)		
	5,695,683		
Share of supplemental aid =>		Y	-
Energy funding	-		
One time funding	-		
	-		
 Charter School funding before indirect			\$ 2,035,573
Indirect charges based on prior year actuals =>	4.00%	Y	(68,109)
Indirect Costs:			
Charter School funding before indirect	2,035,573		
Less: facility costs			
Water/Sewer	(1,737)		
Garbage	-		
Snow Removal	(2,650)		
Electricity	(12,687)		
Heating	(22,327)		
Rent	(293,436)		
Base for indirect charges	1,702,736		
 Rounded			\$ 1,967,460
 SUMMARY			
Initial Discretionary Budget Allocation			\$ 1,811,942
Initial Special Education Allocation (50% of block funding)	50.0%		\$ 155,518
Remaining discretionary budget			\$ 1,967,460

**Boreal Sun Charter School
Projected Budget
2017/2018**

2017-2018 (projected based on 2016-2017 figures)

SALARIES-

Temporaries	\$ 13,000.00
Overtime	
Support Staff	\$ 97,845.00
Substitutes for Certified	\$ 16,320.00
Certified Teachers	\$ 840,612.00

Total Salaries \$ 967,777.00

FRINGE BENEFITS- \$ 464,448.48

PURCHASED SERVICES-

Insurance	\$ 10,000.00
Purchased Service	\$ 10,000.00
Water/Sewer	\$ 5,000.00
Rentals	\$ 378,000.00
Electricity	\$ 15,000.00
Legal	\$ 4,000.00
Copier Charges	\$ 3,500.00
Snow Removal	\$ 3,000.00
Professional & Technical	\$ 4,000.00
Equipment Repairs	
Communication	\$ 1,000.00
Heating	\$ 30,000.00
Garbage	\$ 750.00
Mileage	
Building Repairs	\$ 4,000.00
Student Travel	
Travel	

Total Purchased Services \$ 468,250.00

SUPPLIES-

Equipment	\$ 35,000.00
Software	
Supplies	\$ 30,000.00

Total Supplies \$ 65,000.00

EQUIPMENT-

OTHER-

Dues & Fees	\$ 1,000.00
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Total Other \$ 1,000.00

OVERALL BUDGET TOTAL \$ 1,966,475.48

Salary Projections

Teaching positions	Teacher	Step	Salary (2015/16)	Fringe	Total
Head Teacher	Tal Harlan	6 B+18	63,979	6,000 \$ 33,491.95	103,471
Kindergarten	TBD		76,290	\$ 36,512.39	112,802
First Grade	TBD		76,290	\$ 36,512.39	112,802
Second Grade	Stephanie Graf	7 B	63,978	\$ 30,619.87	94,598
Third Grade	Deb Bennett	7 B+36	68,821	\$ 32,937.73	101,759
Fourth Grade	TBD		76,290	\$ 36,512.39	112,802
Fifth Grade	Cassie Jackson	7 B+18	66,217	\$ 31,691.46	97,908
Sixth Grade	TBD		76,290	\$ 36,512.39	112,802
Seventh Grade	TBD		76,290	\$ 36,512.39	112,802
Foreign Language (.64)	TBD		40,946	\$ 19,596.76	60,543
Music/Handwork	Kristi McEwen	10 B+18	72,931	\$ 34,904.78	107,836
Special Education Teacher	TBD		76,290	\$ 36,512.39	112,802
					1,242,929
Total			834,612	6,000 \$ 402,316.90	1,242,929

**Head teacher= salary plus \$600/certified full time employees in the school
 **unknown positions have been assigned and "average" salary of 76,290

Support Staff

Position	Staff	Grade	Salary	Fringe		
Special Ed Aide	TBD	5	\$ 24,975.00	\$ 15,859.13	185 days/7.5	\$18/hr % fringe = 63.5
Admin Sec	TBD	8	\$ 33,351.00	\$ 21,177.89	214 days/7.5hrs	20.78/hr
Custodian	TBD	5	\$ 14,544.00	\$ 9,235.44	202 days/4 hrs	18/hr
Instructional Aide	TBD	6	\$ 24,975.00	\$ 15,859.13	185 days/7.5 hrs	18/hr (teacher aide)
Total			\$ 97,845.00	\$ 62,131.58		\$ 159,976.58
Subs for certs	TBD		\$ 15,000.00	\$ 1,320.00		\$ 16,320.00

Appendix J
District Transportation Policy

SCHOOL BOARD POLICY

760

760 Student Transportation

The superintendent is authorized to provide safe and cost effective pupil transportation services in accordance with all local, state, and federal laws and regulations.

Policy Adopted: March 3, 1981
Policy Revised: March 7, 2006

See Also
AR 760

761 Bus Conduct

The bus driver will have responsibility to maintain orderly behavior of students on school buses and will report misconduct to the student's principal, and provide a copy to the transportation office.

The school principal will have the authority to suspend the riding privileges of students and/or take other disciplinary actions for students who are disciplinary problems on the bus. Parents of children whose behavior and misconduct on school buses endangers the health, safety and welfare of other riders will be notified that their children face the loss of school bus riding privileges and/or other disciplinary actions.

Policy Adopted: March 3, 1981
Policy Revised: April 5, 1995

See Also
AR 761

762 Student Transportation in Private Vehicles

The Board forbids any employee to transport students for school purposes without prior authorization by the superintendent.

Policy Adopted: March 3, 1981



Fairbanks North Star Borough
School District
520 Fifth Avenue
Fairbanks, AK 99701

ADMINISTRATIVE REGULATION

760 Student Transportation

This regulation establishes administrative procedures and guidance in providing safe pupil transportation services in a fair, consistent, and cost effective manner.

ESTABLISHMENT OF TRANSPORTATION ROUTES

A. Pupil transportation routes and services are established based on criteria for those students who reside outside the "walk zone."

1. The *walk zone* is defined as that area surrounding a school not typically provided transportation services, measured from the closest point of the school property to the closest point of the residence property using a route by which a student could actually walk to the location.
 - For all schools, the walk zone is one and one-half miles (1.5 miles).

Regular Routes

A. A regular pupil transportation route may be established if fifteen (15) or more students reside outside the *walk zone*.

1. Students will not be required to cross private property without permission of the property owner.
2. Some roads within the boundaries of the district are not considered safe for school bus operation. The district attempts to establish school bus routes that will serve pupils in a timely manner on all days school is in session. The following requirements must be met before a route is approved:
 - The entire route must consist of regularly maintained roads, having at least a gravel surface.
 - Road(s) must be under the supervision and all-weather maintenance of the Department of Transportation, a public utility district, a borough service area, or any other agency supported by public funds.
 - Adequate turnaround space for transportation vehicles must be available on the route.
3. Because of the difference in vehicles used for pupil transportation, the district will also consider the following factors when evaluating a road for a bus route: access, grade, recovery area, sharp curves, sight distance, steep embankments, and winter maintenance.

B. A transportation route and route extensions must be free from duplicate mileage unless:

1. The pickup point requiring the duplicate mileage serves at least three students and is at least one mile, one way, from the main route; or
2. The pickup point requiring the duplicate mileage serves fifteen or more students under a mile; and
3. The pickup point requiring the duplicate mileage serves a minimum of one student per mile.

(continued)



ADMINISTRATIVE REGULATION

Student Transportation (continued...)

- C. The district may discontinue service when:
 1. For an existing route, ten or fewer students have been transported on the route for a period of two consecutive months.
 2. For route extensions, the average number of students to be transported falls below one student per mile for a period of two consecutive months.
 3. Route extensions only apply during the school year in which they were established.

Special Education Routes

- A. Special education students must be transported in accordance with the provisions of AS 14.30.347.
- B. If special education students must be transported separately, and if required as a related service in the students IEP, the district may establish separate special education routes. The district may establish separate special education routes for students if the district has determined that it is in the students best interest to be transported separately, based on the recommendation of each students child study team established under 4 AAC 52.140 after consultation with the transportation department. These special education routes must meet the criteria set out in A-2 and A-3 of the Regular Routes section of this administrative regulation.
- C. Special education routes are not subject to the distance restriction. See the Establishment of Transportation Routes section above.

Hazardous Routes

- A. The transportation department may designate those routes within the walk zone of an attendance center, which cannot be safely traveled by children because of traffic or other hazards, as hazardous routes.
- B. Hazardous routes will be identified by the transportation department using *the Profile of Student Walking Conditions*.

IN-LIEU AGREEMENTS

- A. The district may establish agreements with parents to provide reimbursement for transporting their children to the nearest attendance center or bus stop when route segment times do not allow for a route extension or when it is more cost effective than adding an additional route.
 1. Unless the child is handicapped, the students residence must be more than one and one-half miles from both the nearest regular bus route and their attendance center.

(continued...)



ADMINISTRATIVE REGULATION

Student Transportation (continued...)

2. Reimbursements must be based on the actual miles traveled when the student is in attendance, not the number of students transported. Reimbursement may not exceed one hundred miles daily.
3. When requested transportation services meet the criteria for a regular route extension, reimbursement is based on two daily round trips to the nearest attendance center or bus stop.
4. When requested transportation services do not meet the criteria for a regular route extension, reimbursement is based on one daily round trip to the nearest attendance center or bus stop.
5. The per mile rate may not exceed the federal reimbursement mileage rate as applied to all district employees.

DISTRICTWIDE PROGRAMS AND PRIVATE SCHOOL BUSING

Districtwide programs and private school busing will be at the discretion of the district. These routes will be accommodated when and if they fit into the structure of existing route segments without additional expense to the District.

GENERAL PROVISIONS

- A. General provisions for regular and other conveyance routes, route extensions, and in-lieu agreements.
 1. The passenger capacity of a pupil transportation vehicle is determined based on the manufacturer's rated capacity, calculated using a 13-inch seating space, for elementary school children and two-thirds of the manufacturer's rated capacity for students in middle, junior high, and high school. A school bus may not be loaded at more than ten percent above capacity. Passengers are not permitted to stand while bus is underway.
 2. All vehicles that are used for transporting students to or from school, except those vehicles referred to in the In-Lieu Agreements section, are required to meet:
 - The requirements for school buses.
 - The minimum standards for school buses.
 - The federal motor vehicle safety standards for school buses.

Approved: October 15, 2007

