

**Fairbanks North Star Borough School District**  
**Charter Contract 2025 - 2030**  
**5-year Contract**  
**Boreal Sun Charter School**

THIS AGREEMENT is made between Boreal Sun Charter School, hereinafter "Charter School", and the Fairbanks North Star Borough School Board, hereinafter "School Board".

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

Boreal Sun Charter School  
2404 South Barnette Street  
Fairbanks, AK 99701

WHEREAS, Charter School desires to operate within the Fairbanks North Star Borough School District (hereafter "School District") in conformance with Alaska Statutes 14.03.250 - 290 and School District policies and procedures; and

WHEREAS, the School Board reviewed and approved Charter School's charter renewal on July 1, 2017, for a period of ten years, including school years FY17 to FY27;

NOW THEREFORE, in consideration of the mutual covenants and agreements contained in this contract, the parties agree as follows:

Charter School shall provide an educational program in the School District subject to the terms and conditions of this Contract, commencing on the 1st day of July for the school year 2025. Services will be provided in accordance with the Charter School Calendar identified herein.

Any modifications to the approved Charter Application/Renewal will be submitted in writing to the School District by April 01 for the following school year.

**Compliance with Regulatory Requirements:**

The Charter School warrants that it will comply with all local, state, and federal laws and regulations applicable to public schools and all requirements imposed by School District policies and regulations.

**1. Description of Educational Program:**

The Charter School shall provide an education program that shall advance students' mastery of basic skill areas, including mathematics, science, health, reading, language arts, and social studies, appropriate to the age of students in the program. Provision will also be made for physical education, music, art, and instructional technology within the education program. The

educational program shall be designed utilizing the curricula as defined by the Charter School application.

a. Description of Program:

**Mission Statement:** Boreal Sun Charter School provides K-8 students with a cross-curricular arts-integrated program inspired by the philosophy of Waldorf Education. State standards are met with significant attention given to the developmental model of the unfolding child as practiced in the Waldorf philosophy.

Teachers at Boreal Sun Charter School strive to teach the whole child—the head, as well as the heart and hands—by cultivating each child’s innate creative, intellectual, emotional, physical, and social capacities. Children experience core curriculum themes through multiple modalities, enlivening their curiosity and desire to learn.

Community is the foundation upon which all work at Boreal Sun Charter School is built. Our goal is to provide an environment where students, parents, and teachers will experience a strong sense of belonging and ownership through seasonal gatherings, school assemblies, quarterly parent evenings, volunteering, and the relationships that are built through the experience of looping with one teacher through grades 1-5, and 6-8.

Boreal Sun Charter School students spend their elementary years in our warm and nurturing environment. Through the curriculum, students gain an appreciation of the interconnectedness 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.

## **Description of the Charter program by subject in a Grade-by-Grade Overview:**

**1st - 3rd Grade Curriculum Review**

Subject	1st	2nd	3rd
Math	Introduce numbers, 4 processes, Roman numerals, geometric shapes, choral counting, stepping and clapping activities	Continue with 4 processes, strengthening number sense, mental math strategies, regrouping in addition and subtraction, story problems, multiplication tables, geometric patterns, place value	Multiplication tables through 12, weight, measure, length, volume, money, time, multi-digit multiplication, long division, all 4 processes and strategies, place value, estimating, word problems
Language Arts	Upper and lowercase letters, reading from own writing, phonics, short plays, choral recitation, rhythmic poems, fairy tales, retell familiar stories, word families	Elements of grammar (nouns and verbs), beginning cursive, summarizing, animal fables, legends of heroic people from around the world, folktales, riddles, nature stories, poems, tongue twisters, choral recitation, phonics, sight words	Elements of grammar (nouns, verbs, adjectives, adverbs), punctuation, compositions, stories from Ancient history including Hebrew stories, comprehension through story recall, drama, cursive, spelling, sight words, reading fluency
Science	Inquiry based explorations in nature and nature stories	Inquiry based explorations in nature and nature stories	Inquiry based explorations in nature including garden, soil studies, temperature, time and weather observations
Social Studies	Responsible citizenship, multicultural stories as language arts content, fairy tales	Responsible citizenship, multicultural stories as language arts content, fables and trickster tales, legends of heroes, sages, noble people	Responsible citizenship, study of practical life (farming, house building, clothing, and cooking), Hebrew culture, Indigenous cultures, home surroundings
Cultural Standards	Dolls from diverse cultures, multicultural stories	Trickster tales from Alaska	Alaska Native shelters and ways of life, Indigenous plants and their function
World Language	Songs, games, poems, stories, colors, numbers, basic vocabulary	Days, months, seasons, fables, family vocabulary, songs, plays, poetry, simple conversation	Conversations, time, food, basic grammar, complex commands, simple stories, drama
Movement	Seasonal games, cooperative games and activities, jump rope, hand clapping games, simple dances, skiing	Tumbling, hop scotch, jump rope, hand clap games, circle dances, circle games, skiing	Ring games, line games, tumbling, jump rope, circle dances, balance, running and chasing games, skiing, snow shoeing
Music	Pentatonic flute, seasonal songs	Pentatonic flute, folk songs, simple rhythms	Diatonic flute, octaves, rounds, basic notation, rhythms, simple partner songs and rounds
Art	Form drawing, watercolor painting, finger knitting, two needle knitting, beeswax modeling	Form drawing, animals, watercolor painting with all colors, knitting and purling, beeswax and clay modeling	Form drawing, watercolor painting, beeswax and clay modeling, felting, crocheting, spinning, weaving

**4th - 8th Grade Curriculum Review**

Subject	4th	5th
Math	Review and advance skills in four processes; place value based long division; place value to millions, simple graphs; averaging; perimeter, area and volume; factoring; estimating; rounding; introduction to fractions and decimals; beginning geometry vocabulary	Solidify four processes with whole numbers; decimals and fractions with four processes; mixed numbers; introduction to percentages; metric system; negative numbers; introduction to geometry; freehand geometric drawing
Language Arts	Elements of grammar, parts of speech; continuing cursive; punctuation, writing well-structured paragraphs, expository writing, creative writing, narratives; prefixes & suffixes	Elements of grammar, develop proficiency with writing conventions; continuing complexity in expository writing; creative writing; narratives, simile and metaphor; symbolism and mood structure
Science	Zoology; descriptive study of animals; Alaska Native animal stories	Botany and Mycology
Social Studies	Local geography and history, map making from classroom to home to region, Alaskan History, Norse Mythology, Alaska Native stories	Stories from ancient cultures: India, Persia, Mesopotamia, Egypt, Greek myths, American Geography; major land and water features, vegetation, regional culture; States and capitals; Indigenous groups by region; American tall tales
Cultural Standards	Alaska Native stories, Alaska Native adaptations, tools, art, lifestyle, and culture	Indigenous groups by geographic region; harvesting of local plants
World Language	Continuing foreign language instruction with workbooks, writing/recording orally-learned material, basic grammatical principles, tongue twisters	Continuing instruction in a world language with further bookwork and grammar, cultural appreciation, poetry, beginning reading
Movement	Field games, balance, games involving trickery and strategy, games exploring movement of animals, traditional Alaska Native games, folk dances	Greek pentathlon games: javelin, discus, long jump, sprint, Greco-Roman wrestling, focus on form and appreciation of movement; games exploring strength and strategy; games with multiple props; games with team goals
Music	Singing in rounds, soprano recorder; basic notation and time values	Advanced rounds, beginning harmony; exploring various instruments; continuing basic notation and time values
Art	Knotted forms, painting; cross stitch with mirror imaging; Alaska Native beadwork; introduction to clay	Painting, chalk drawing; embroidery, knitting hats in the round, clay modeling plant shapes

## **Middle School Curriculum**

The middle school curriculum is designed to meet the developmental needs of the emerging adolescent. Students are turning their gaze outward: their families, friends, school communities, nation, and world all become topics of interest. A big question emerges for students of this age: What is my place in each of these ever-widening circles?

Students explore in depth how our world works through scientific inquiries. They look at how remarkable men and women of the past handled challenges and created positive changes. They struggle meaningfully with hard work in mathematics. And they learn to express themselves through handwork, drawing, music, and drama.

### **Developing a Healthy Interest in the World**

Throughout sixth, seventh, and eighth grades, students survey the history of European, Asian, and North and South American civilizations from ancient to modern times. In seventh grade, students see reflections of their struggle for individual identity in the Renaissance — from Italian artists capturing their visions to scientists and religious reformers grappling with the restrictions

of long-held beliefs, from bold explorers venturing into the unknown to indigenous peoples struggling to preserve their way of life amidst the impacts of colonization.

### **Unraveling Mysteries**

Physics lessons support students in cultivating a new capacity for exact observation, moving them from the mystery of phenomena to its exact measurement. Inorganic chemistry is a highlight of seventh grade as is the chemistry of foods in eighth grade.

The physical changes of this age lead naturally to a study of human physiology, which is taught from the hygienic perspective of responsibility for the integrity and health of our bodies. Earth science supports the ever-expanding geographic studies of Europe, Africa, Asia, South America, and the planet as a whole.

The middle school history curriculum begins with ancient Rome and ancient Asia. Then students explore medieval times, through the Renaissance and the Industrial Revolution, all the way to modern times. Examining the science, technology, and engineering of this period provides inspiration for hands-on projects, which celebrate the polymathy of Michelangelo and Leonardo da Vinci.

### **Instructional Methods and Materials:**

- **Unique Components of the Program**

Boreal Sun Charter School's arts-based curriculum is primarily inspired by Public Waldorf education methods while simultaneously integrating the Alaska State Standards and experiential learning. Waldorf is a pedagogy based on developmentally appropriate, rigorous academics delivered through an arts-infused curriculum and has a proven ability to reach and inspire all types of learners. This arts-based approach brings together many components in order to be effective in the public school setting and to meet state standards, along with the needs of children. The following components define the most significant areas of Boreal Sun Charter School's educational program.

- **Integrated/Interdisciplinary Curriculum**

Our integrated curriculum gives students the opportunity to experience the interrelated nature of all subjects and makes learning relevant in their own lives. Revealing the connections that exist across disciplines allows students to experience the world around them as an integrated whole. It facilitates active, engaged learning and encourages children to bring all of their intelligence and experiences to the learning activity at hand. Research findings show that students learn better, retain more knowledge, and enjoy school more when subjects are taught in practical, meaningful ways.

- **World Languages**

Students will study world languages, Spanish, at Boreal Sun. We recognize that a child who develops a personal and positive relationship with another language will experience the value and beauty of another culture while expanding their academic capacity for flexibility in thinking, and the understanding of their own language. Beginning in first grade, students will be immersed in a rich world language program with the additional



goal of fostering acceptance, respect, understanding, and social tolerance. Currently, Boreal Sun uses Spanish for our world language studies.

- **Lesson Blocks**

Subjects are studied in depth over the course of a few weeks, also known as "blocks." In the course of each main lesson block, all academic disciplines are addressed through a common theme. Alaska Standards are integrated into each unit of study as teachers create their block schedules.

- **Experiential Learning**

The immersion/mastery approach to academics is one experiential learning component of our education model. It is readily employed with the arts-based and integrated curricula. Immersion is an experiential process that gives each child the time to discover, integrate, and experiment with new information and ideas before the teacher expects any indication of mastery. This approach ensures that every student has a clear, correct, and complete understanding of the material and its context before they are asked to recast it in the form of lesson books, portfolios, projects, artwork, formal assessment, and beyond.

- **Learning Environment**

Highly effective learning environments allow students to actively build understanding by connecting new information and concepts to prior knowledge and experience.

Classrooms are organized for active, hands-on learning and flexible groupings using high-quality wooden materials for seating. Ensuring a beautiful, clean, organized, and artistic environment in which the students' study is critical in Waldorf-inspired pedagogy.

- **Kindergarten**

Our play-based kindergarten program provides a rich, tactile learning environment that is largely an extension of the richness of home life. A deep connection to nature is supported through the use of high-quality, natural materials, as well as seasonal studies and outdoor educational activities. Harmonious daily rhythms, seasonal stories, fairy tales from around the world, and homelike activities provide opportunities to strengthen the body and imagination. Finger knitting, sewing, play, stories, cooking and baking lay a solid groundwork for a number of concepts. Songs and circle games encourage cooperation and joyful friendships. A nature table and weekly nature walks heighten the child's sense of awe and wonder for the natural world. Life-long habits of washing hands, table manners, positive social interaction, and caring for the environment are established. This environment establishes the rhythmic foundation to support all future learning.

- **Arts-Based Academics**

The arts provide highly effective tools for learning, exploring, and mastering material.

The arts-integrated approach to learning capitalizes on the direct link between art, music, and movement and high academic achievement. Woven throughout a rigorous curriculum, the arts support academic success through unique and developmentally appropriate ways. This multifaceted approach allows information to be presented in multiple ways: verbal/linguistic, mathematical/logical, visual/spatial, bodily/kinesthetic,

musical/rhythmic. Through the arts, children have the opportunity to uniquely participate in their education while discovering the importance of their artistic expression.

- **Developmentally Appropriate Practices**

Developmentally appropriate educational practices are based on child development principles and scientific evidence regarding brain development and the growth of neural and cognitive structures. Its primary goals include: (1) develop skills and competence in all areas (intellectual, social/emotional, and physical); (2) develop self-esteem and positive feelings about learning; and (3) be responsive to individual differences in developmental stage, ability, and interests.

A developmentally appropriate curriculum simultaneously attends to children's intellectual, physical, social, and ethical development. The curricular content of Boreal Sun is chosen to mirror the child's developmental stage, engaging the whole child and creating a learning environment where knowledge, skills, and feelings are integrated to support each child in a holistic and balanced way.

- **Community-Building & Community Involvement**

Boreal Sun believes a strong school community is essential to the healthy foundation we are building for our children. Within the classroom, our goal is to nurture a community supportive of academic learning by helping students to develop respect, confidence, and acceptance, thereby learning to be good citizens. The classroom community is a microcosm of the school community, which is a reflection of the greater community of Fairbanks.

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. We encourage parents to volunteer and participate in classroom and school celebrations, festivals, assemblies, and parent evenings. Harvest time, solstice, and spring festivals bring families and children together in respect for the rhythms of nature. Multicultural activities surrounding seasonal celebrations encourage appreciation and enjoyment of our diverse world.

- **Teacher & Class Continuity**

Class teachers stay with a particular group of students for multiple years, 1st-5th grade and 6th-8th grade when possible, building strong relationships that not only support academic performance and growth, but also social/emotional health and wellbeing.

- **ELA:** BSC will have access to and utilize Letterland as our core curriculum, with UFLI and mClass as our primary intervention materials. Our middle school grades participate in book studies, and main lesson block study with integration of ELA state standards.
- **Math:** Open Up Resources. Next year, our school has adopted Dimensions Math, Singapore.

## 2. **Specific Levels of Achievement:**

The Charter School students participate in the State of Alaska-mandated assessments.

- **Literacy** – Communicate the purpose for a school-wide literacy initiative, define key aspects of literacy in content areas, integrate requisite literacy skills and knowledge into areas of study, and use authentic content to support objectives.
- Students in grades K-3rd will read, decode, comprehend, synthesize and analyze, critique, and reflect upon text and written information gathered from a variety of sources.
- Leverage literacy to support students to critique and reflect upon the need to be able to make connections between alternative representations of information (such as text, charts, and diagrams) and recognize patterns.

### **Evaluation Procedures:**

- Assessments include formative and summative assessments in all academic areas, including a Waldorf First Grade Readiness developmental assessment administered in kindergarten and a comprehensive Waldorf Second Grade Assessment. Our formative assessments serve as another piece of data collected to inform our instruction. Differentiation strategies are used for enhancement, which tailor instruction to individual needs, helping students to meet their educational and academic goals. mCLASS will be utilized in grades K-3rd along with MAP testing in grades 3rd-8th.

### **Proficiency Rates:**

- **Literacy** – 100% in grades K-3 will be assessed using the mCLASS assessment. Proficiency rates will vary. The goal is to have 40% of 1st-3rd grade students show growth from fall to spring according to the mCLASS assessment.

**Plan to bridge gaps:** When Boreal Sun staff notice a student is struggling, support is given in many forms. These may include: collaborating with the staff, using teaching assistants for extra instruction, modifying classwork, enlisting help and advice from the special education staff, involving parent support and knowledge, and giving extra teacher help. Student Support Teams (SST) are used as a first step to meet and discuss student needs formally. The team will then choose to move forward with special educational testing or will come up with intervention strategies to best support students in the classroom.

**Enhancement:** Opportunities for enhancement can be found in main lesson activities, which can be scaffolded to meet the needs of students at all achievement levels. Students are also encouraged to participate in team activities such as MathCounts, Spelling Bee, Battle of the Books, and other experiences.

**Expected level of attainment of the educational/academic goals as listed in section 1:**

Upon exit from Boreal Sun Charter School, students gain an appreciation of the interconnectedness of all subjects and human beings, as stated in our mission. 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.

**3. Admission Policy and Procedures:**

Boreal Sun Charter School (BSCS) is a free charter public school of choice and will not discriminate against students for any reason in its education programs or activities, including its admissions policies or procedures as defined in FNSBSD Policy 1011.

Boreal Sun welcomes students whose families are willing to make a commitment to follow the expectations outlined on our Family Commitments Form, which is part of the Orientation Verification, and in the Parent Handbook. One of our commitments is to request a \$50/student/semester materials fee in lieu of any school supplies. The family maximum is \$250 per year. Financial assistance is available if needed.

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

**Admissions Procedures:**

**Step 1** - Attend an Orientation Day and fill out an Orientation Verification. Lottery applications will be denied if we do not have an Orientation Verification on file. If attending an Orientation Day is not possible, for example, in the case of a military or other family preparing to move into the area, a proxy may attend in place of a parent or guardian. Parents are directed to call or email the school in advance to establish this proxy.



**Step 2** - Fill out an Application for Admission on the school district's Central Application Portal (CAP), <https://lottery.k12northstar.org/>.

### **Enrollment Preferences**

The following shall be given preference for admission to the school in the event a lottery becomes necessary:

- Children of staff of the school staff

Per the Boreal Sun Charter Bylaws and the Fairbanks Education Association Contract, children of staff members are given preference. There is an understanding that this may increase the class size of an already full class. However, per the FEA contract, this accommodation must be made. Class sizes should return to normal as students flow in and out of attendance.

- Siblings of students currently enrolled in the school:

Siblings are defined as legal, permanent, immediate family members who are living in the same home and who share a legal parent/guardian. If a class is already full, siblings will move to the top of the waitlist for that class.

- Children whose family lives within the defined neighborhood of Boreal Sun Charter School

### **Neighborhood Preference**

Enrollment preference allows neighborhood families to be offered placement before the general lottery applicants are drawn. Parents are required to provide proof of address to be eligible for this preference. If there are no openings in the neighborhood child's grade level, the child will be placed on the waitlist before general lottery children.

The neighborhood defined for neighborhood preference is the residences within Lathrop St. to the West; 21st Ave. to the North; S. Cushman to the East, and the Mitchell Expressway/Richardson Highway to the South.

### **Enrollment Policy - Withdrawals**

If a family chooses to withdraw a child from BSCS, that child will no longer have sibling school priority for enrollment should the family want to re-enroll 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 re-enrollment. It simply removes the priority status. The child could still be re-admitted through the regular lottery process.

### **Lottery**

All students living within the Fairbanks North Star Borough are eligible and encouraged to apply to BSCS. If the number of applicants exceeds the school's capacity, enrollment shall be determined by a lottery through the school district's Centralized Application Portal (CAP). Students not placed through the lottery will be put on a waitlist for openings that become available in their grade. The lottery application window begins on the date of the first orientation.

If a family participates in the lottery and is not offered placement during one school year, but remains interested in enrollment for the next school year, a new application must be completed the following spring. Waitlists do not carry over from year to year.

All parents who enroll students in the school are required to contribute volunteer efforts to Boreal Sun Charter School. Parents may choose from a variety of opportunities to become engaged in the day-to-day operation of this community-driven school. Flexible opportunities will be offered and organized to fit into the time schedules of parents. Opportunities will range from in-school tutoring, small group instruction, assisting in recreational and community-based activities (both inside and outside the school), clerical tasks, classroom organizational activities, snow removal, weekend activities, furniture repair, cooking, and/or fundraising. School staff will provide volunteers with a sign-up sheet for each semester's volunteer needs. An average voluntary contribution by a family would be approximately 25 plus hours per semester.

### **Kindergarten Retention and Enrollment Policy**

In the fall of each year, the Kindergarten teacher 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 Kindergarten year. The Waldorf-inspired approach looks at students as individuals who are on their developmental schedule. As such, both academic skills and student readiness are considered when recommending promotion from Kindergarten to 1<sup>st</sup> grade.

If a recommendation for retention is made by the Kindergarten teacher for a child at the spring parent/teacher conference, the school will hold a spot for that child in both Kindergarten and First grade for the following school year, allowing for re-evaluation of the child in late July if needed. In most situations, the school will honor the parents' decision for placement. The final decision for grade placement, however, will be the Principal's.

### **Selection Process**

We expect more applicants than the school has room to enroll. In this case, all students will be enrolled following a lottery process held on April 15 each year. The lottery determines the waiting list for the following school year. When there are openings available in the school, the waitlist is used to fill any vacancies.

To maintain balanced grade-level classrooms and to keep classroom enrollment stable,

Boreal Sun Charter will adjust available enrollment slots to reflect grade-level openings as needed to keep classes at the following cap limits:

K-20, 1st-24, 2nd-24, 3rd-24, 4th-24, 5th-24, 6th-24, 7th-24, 8th-24 students. Classes are balanced by gender, with no gender exceeding 60% over the other.

Once enrolled, parents or guardians will complete an annual *Intent to Re-enroll* form for succeeding school years and are expected to notify the school of any change in plans. If a student withdraws from Boreal Sun to attend another school, they are required to complete the application and lottery process again for readmission to the school.

4. Administrative Policies:

- a. Academic Policy Committee - Below is information from the APC bylaws for BSC that were approved by the School Board on June 7, 2022.

## **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 oversee and supervise all aspects of the School. No member 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:

- 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 (FNSBSD) contract.
- Oversee and have ultimate accountability and responsibility for academics, curriculum, operations & maintenance of the school. Oversight of personnel issues, finances, and budgeting, and other administrative tasks as required by the School.
- Promote professional conduct in accordance with Fairbanks North Star Borough School District policies.
- Delegate to the Principal those tasks deemed appropriate by the APC, and collaborate with the Principal regarding the hiring, evaluation, and/or termination or non-retention of teachers, staff, and other personnel to the extent permitted by law and FNSBSD negotiated 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**

**A. Voting Members:**

Membership on the Academic Policy Committee is by community election, except as provided herein. The number of members of the APC shall be no fewer than seven (7) and no more than nine (9) voting members. Voting APC members shall represent the staff and the school community. Three (3) of the members shall be permanent staff, at least two (2) of whom shall be certified teachers. Six (6) APC members shall be parents/legal guardians of students currently enrolled in the school, who are not also permanent Boreal Sun Charter School staff members. In the event an APC position becomes vacant outside of the election timeline, the APC shall appoint interim members of the staff and/or community to serve until the next election period.

**B. Non-Voting Members:**

The Principal will serve in perpetuity as an ex officio, non-voting member of the Academic Policy Committee, whose membership will not count towards the total number of APC Board Members.

**SECTION 3. TERM**

The term of all members of the APC shall be two (2) years from March to March. It is the goal of these Bylaws that the terms expire in alternate years so that not all parent or teacher positions expire in the same year. The APC members as of the date for adoption of these Bylaws shall be included as an appendix.

**SECTION 4. TERM LIMITATIONS**

There shall be no limitation on the number of terms that an APC member may serve. If current members wish to serve additional terms, they must go through the election process.

**SECTION 5. ELECTION OF MEMBERS TO THE ACADEMIC POLICY COMMITTEE**

**A. Elections Committee**

In October of each year, the Chair of the APC shall appoint an Elections Committee of five (5) persons. One person shall be a parent member of the APC, one person shall be a staff member of the APC, one person shall be a parent/legal guardian of a student enrolled in the school who is not a member of the APC, the fourth member will be the Principal, and the fifth member will be the Administrative Secretary.

The Elections Committee shall oversee the election process for open positions on the APC.

The Elections Committee shall:

- Set a deadline for candidate applications and set opening and closing dates for the election period.
- Solicit and accept applications from candidates for membership in the APC;
- Bring the full list of candidates to the APC meeting held prior to the elections.



- Make available within the school office copies of statements that the candidates choose to submit to the Boreal Sun community;
- Establish a forum for the public introduction of candidates.
- Prepare a ballot listing candidates.
- Distribute and collect ballots and otherwise oversee the election to ensure the secrecy of ballots and that the election is conducted in a fair manner;
- Report election results by or before February 20th, and advise candidates and the APC of election results.

#### **B. Casting of Ballots:**

Voting for APC members will occur over two weeks at the end of January and/or the beginning of February. Voting will be by secret, paper ballot provided to eligible voters at the Boreal Sun office. Ballots must be returned in person or mailed and received by the closing date of the election period. Proxy, facsimile, email, or any other method of voting not authorized above is not permitted.

- **Eligibility to Vote for Parent APC Positions.** Only parents or legal guardians of students enrolled in the school during the period of the election are eligible to vote for parent APC members.
- **Eligibility to Vote for Staff APC Positions.** Only permanent staff members employed by Boreal Sun Charter School with a current contract effective during the period of the election are eligible to vote for staff APC members.
- **Number of votes per eligible voter.** Eligible voters may cast one vote for each vacant position on the ballot, not to exceed one vote per open position.

#### **C. Role of the APC in Elections**

The APC shall do the following:

- Approve the final ballot at the regular meeting prior to elections.
- Swear in newly elected members at the annual meeting.
- In the event that the number of qualified candidates is less than or equal to the number of vacant positions, the APC may dispense with an election and, with a 2/3 vote of members present, seat the slate of candidates.

### **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 a term year. 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 the removal of that member. Removal shall require a supermajority vote (2/3) of the APC, during which the member in question retains voting rights.

#### **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 III Officers of the Academic Policy Committee**

#### **SECTION 1. OFFICERS**

The officers of the APC shall be Chair, Co-Chair, Secretary, Treasurer, and Historian, 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 the APC members at the annual meeting of the APC in March.

#### **SECTION 3. REMOVAL**

APC may remove an officer by majority vote with or without cause when it determines that the best interests of the APC and the school would be served by the removal of that officer. 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 entire 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 and set the agenda. 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. CO-CHAIR**

The Co-Chair shall be a member of the APC. In the absence of the Chair, the Co-Chair shall perform the duties of the Chair, and when so acting, shall have all the powers of the Chair. The Co-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 a book 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 addresses, e-mail addresses, and telephone numbers of each member of the APC.
- Perform such other duties as from time to time may be assigned to him/her by the APC.

## **SECTION 8. TREASURER**

Each spring and fall, the Treasurer will work collaboratively with the Principal to present to the APC the annual budget and shall ensure that it justly supports the mission and goals of the charter. The Treasurer and Principal will meet monthly and present an update of the budget at each APC meeting and in all ways shall be accountable to the APC.

## **SECTION 9. HISTORIAN**

The historian shall maintain records of past APC topics and decisions.

# **ARTICLE IV**

## **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 first Wednesday of every month. Additionally, the APC will hold a separate annual meeting in March, during which a review of the Bylaws and the election of APC officers will occur.

### **SECTION 2. SPECIAL MEETINGS**

Special meetings of the APC may be called by the Chair, Co-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. Telephonic or video participation, including virtual meetings, may be permitted at both regular and special meetings at the discretion of the APC and must be set up ahead of time.

#### **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 phone, text, 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.

#### **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 either digitally or in the book.

#### **SECTION 6. QUORUM**

A quorum shall be a majority of the current number of APC members. Telephonic or video participation, including virtual meetings, may be permitted at both regular and special meetings at the discretion of the APC and must be set up ahead of time.

#### **SECTION 7. MANNER OF ACTING**

The act of a majority of the voting 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 V**

#### **Checks, Deposits, Funds, Accounting, Contracts**

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

The School shall use district accounting services, policy, and practices for all money transactions. The non-profit entity, Friends of Boreal Sun Charter School (FOB), has their own policies and practices that will not intermingle with the School's Federal, State, and local funding. No depository account in the name of Boreal Sun Charter School may be established without the approval of the APC. Purchases of \$10,000 or more will be presented to the APC for discussion.

#### **SECTION 2. ACCOUNTING**

The Principal and the Treasurer shall meet monthly to compile and summarize the district report of all income and expenses since the prior APC regular monthly meeting. The APC may at any time request a full or partial budget report of School monies from the district.

#### **SECTION 3. CONTRACTS**

Contracts shall be run through the Principal and the Fairbanks North Star Borough School District. The APC shall be made aware of contracts in excess of \$10,000 that are in negotiation.

## **ARTICLE VI Amendments to Bylaws**

### **SECTION 1. AMENDMENTS**

Outside of the Annual meeting, these Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a majority vote of the entire APC 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. Once approved by the APC, the bylaws must be submitted to and approved by the district school board.

## **ARTICLE VII 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.

- b. The administrator is evaluated every February by submitting a report to the APC on how they have met the APC goals for the current school year.
- c. Boreal Sun Charter School serves students in grades kindergarten through eighth grade.
- d. School Calendar and Times of Operation
  - i. Boreal Sun Charter School follows the FNSBSD calendar.
  - ii. For the 2023/2024 school year, Boreal Sun Charter's student hours will be as follows:
    - 1. Monday-Thursday: 8:45 am - 3:15 pm
    - 2. Friday 8:45 am - 1:15 pm
    - 3. Staff hours are as follows: Monday through Friday: 8:15 am-4:00 pm
- e. School Board Report: [BSCS-One Pager 2024-25](#)

Funding:

The School District allocates funding in accordance with State Law, less administrative costs determined by applying the Department of Education and Early Development approved 4% indirect cost. An annual budget is submitted according to schedules established by the School District. The Charter School's program budget is used for operating expenses of the school's educational program, including the purchase of textbooks, classroom materials, and instructional aids, as well as student allotments.

Funds are made available on July 1 of each year and will continue under this Agreement. The amount of the budget will be adjusted following the ADM count period as established by the State of Alaska.

The Charter School may choose to carry over up to ten percent (10%) of the current, annual expenditures into a Charter School designated ending fund balance to be available for expending the following school year.

The Charter School may also receive revenues from grants and special revenue funds (beyond the per-pupil allocation) approved by the School District. Grants and special revenue funds received by the Charter School from the School District will pass directly into the operating fund and will be used as specified in grant requirements. All donations, gifts, and grants will be utilized to help accomplish the mission and goals of the school.

School District Charges:

The Charter School shall account for receipts and expenditures and comply with the FNSBSD's purchasing and accounting systems. The charter school agrees that it shall comply with all state and federal requirements for the receipt and use of public money. The Charter School will comply with all District, state, and federal audit requests.

Student Fees and Charges:

The Charter School shall not charge tuition to students who reside within the District. Any fees charged to students by the Charter School, including but not limited to supply and activity fees, shall be retained by the Charter School and included in the Charter School program budget. Charter fees must be clearly outlined in their school's charter.

Method of Accountability for Receipts and Expenditures:

Between December and March, the Charter School liaison will work with the School District Business Manager to develop a budget for the next school year. This will include the salaries of all staff at the Charter School. At this time, a "projected" student count for the following year will be given. The estimate may be finalized at the May School Board meeting.

The Charter School acknowledges that adjustments to the Charter School budget may be necessary if the estimated revenues are revised due to School Board, legislative, and/or Borough Assembly action.



All funds will run through the normal School District financial process. The Charter School agrees that it shall comply with all State of Alaska and Federal requirements for the receipt and use of public funds.

Location and Description of Facility:

Boreal Sun Charter School: 2404 S. Barnette Street, Fairbanks, AK 99709

The facility is 22,394 square feet in size, containing 9 classrooms, 2 administrative offices, and other facilities as described as follows:

The Charter School warrants that the facility shall at all times comply with all local, state, and federal health and safety requirements applicable to public schools in the School District.

Teachers and Support Staff:

1. Administrator-Stacy Foshee
2. Teachers-

Teaching Staff for the FY26 School Year

- Kindergarten - Bonnie Albert
- First - Trinity Thompson
- Second - Alisa Butcher
- Third-Amanda Edwards
- Fourth-Heather Snell
- Fifth- Genevieve Pfisterer
- Sixth - Lucia Zaczkowski
- Seventh - TBD
- Eighth - Susan Kerndt
- Resource - Carmel Mango
- Handwork- Heidi Collins
- World Language/Music- Ryan Edwards
- 3. Secretary-Julia Chapman
- 4. Custodial Staff-Janitorial is an outsourced Contract
- 5. Other staff required-
  - Charter School Assistant - Carrie Upgenorth
  - SPED/Kindergarten Aide/Part-time tutor
    - i. Dakota Bullock
    - ii. Jennifer Davis
    - iii. Elizabeth Pennington

The Charter School shall promptly provide the School District with written notice of any permanent changes to staff. It is agreed and understood that all employees will be recruited and employed through School District processes and that teachers must sign a written contract with

the School District before providing services. Unless the School District and any association representing a teacher or support employee agree to an exemption, all provisions of an existing negotiated or collective bargaining agreement applicable to employees shall remain in effect while the employee provides services at the Charter School.

Special Education:

Providing a Free and Appropriate Public Education is a joint responsibility of both the charter school and the school district. Charter Schools are subject to all state and federal laws, including, but not limited to, the Individuals with Disabilities Education Act. Specifics related to these responsibilities are outlined in Appendix A.

Teacher to Student Ratio:

The Charter School shall work to maintain the following pupil-teacher ratios:

- Kindergarten - 20:1
- First - 24-:1
- Second- 24-:1
- Third- 24-:1
- Fourth- 24:1
- Fifth- 24:1
- Sixth- 24:1
- Seventh- 24:1
- Eighth- 24:1

Enrollment:

The Charter School shall enroll a minimum of 160 students and a maximum of 212 students at all times.

Retirement:

In accordance with and subject to the requirements of state law, eligible employees of the Charter School shall be members of the Teachers' Retirement System, and eligible support employees shall be members of the Public Employees' Retirement System.

Risk Management:

The Charter School agrees to provide liability and risk insurance through the insurance program with Fairbanks North Star Borough. The Charter School agrees that it will coordinate all risk management activities through the Borough's risk management office. The Charter School shall not compromise, settle, negotiate, or otherwise affect any disposition of any actual or potential demands, claims, lawsuits, fines, judgments, or liabilities without first consulting with the School District and receiving the School District's written approval.

The Charter School agrees to operate in such a manner as to minimize the risk of injury or harm to students, employees, and others. The Charter School shall comply with all School Board policies and regulations, and comply with all applicable federal and state laws, concerning student welfare, safety, and health including, without limitation, School Board policies addressing the reporting of child abuse, accident prevention, and disaster response, and any state regulations governing the operation of school facilities.

**Term:**

The term of this Agreement shall be five years, effective upon complete execution by the School Board. The School Board will review this Agreement every year.

**Program Evaluation:**

During contract renewal, the school administrator shall oversee the preparation of a written report that provides an assessment of the Charter School program. The report will include information about:

- a. Student achievement assessment results
- b. Recommendation for remediation of poor student performance
- c. School goal attainment
- d. Student enrollment
- e. Description of charter school activities
- f. Meeting minutes
- g. List of Academic Policy Committee officers and members
- h. List of officers in any PTA/PTO or other parent organization
- i. Changes planned include changes to the contract and modifications to the charter

The Charter School will make a presentation to the School Board and the public. Written reports will be received by the district prior to the Charter School's presentation to the School Board. The presentation will include student achievement results, highlights of the year, and any changes being requested to the contract or charter.

**Termination:**

During the Charter Schools review with the School Board, compliance with the provisions of this Agreement will be reviewed. If any allegations of noncompliance with this Agreement are presented either during the review or at any other time, then the School Board, through the Superintendent or designee, shall investigate the allegations to determine what remedy is warranted for the alleged noncompliance.

The School Board may terminate this Agreement for:

- a. Failure by the Charter School to meet the educational achievement goals;
- b. Failure by the Charter School to meet fiscal management standards;
- c. Failure by the Charter School to abide by the Board Policies and Administrative Regulations of the School District;

- d. Default by the Charter School in any material provision in this agreement, or
- e. Other good causes as proven by the School Board.

The School Board shall provide ninety (90) days' written notice to the Charter School of its intent to terminate this Agreement. The notice shall include the reasons for its action and the specified time allotted for the situation to be remedied. If the Charter School fails to remedy the cause for termination within the time specified, this Agreement shall automatically terminate at the end of the specified time. The Charter School has thirty (30) days to appeal the School Board's decision to terminate this Agreement.

Upon termination, the Charter School has until a new semester starts which is not less than forty-five (45) contact days from the date of termination, to close the Charter School. For the welfare of the students, the School District shall work with the Charter School's staff and Academic Policy Committee to provide a smooth transition for all students into the appropriate School District schools.

At the close of the Charter School, any unused funds remaining and/or assets shall immediately be returned to the School District.

The Charter School may terminate this Agreement for the following school year by giving written notice to the School District on or before February 1 of a given school year of its intent to cease operations for the following year.

The Charter School will bear any legal costs incurred as a result of an investigation if non-compliance by the Charter School is verified.

Federal and State Use of Public Money:

The Charter School agrees to comply with all state and federal requirements for the receipt and use of public money.

The Charter School shall comply with all applicable federal, state, and local laws, rules, and regulations, including, without limitation, the constitutional provisions prohibiting discrimination on the basis of disability, age, race, color, gender, national origin, or religion. The Charter School agrees that it shall operate as a nonsectarian public school.

Exemptions or Requirements Included in this Agreement (Waivers):

- 324.1 Assignment of School Building Administrator
- 341 Approval of Handbooks and Directives-[Draft 2025-26](#)
- 525 Orientation and Professional Development
- 614.1 Learning Environment

- 740 Management of School Property
- 741 Security of School Property
- 742 Personal Use of School Property Purpose
- 802.2 Technology
- 900.2 Curriculum
- 921.1 Selection of Instructional Materials
- 960.5 Homework
- 972 Elementary School Grading
- 1045 Student Behavior



\_\_\_\_\_  
Signature APC President      5/28/25\_\_\_\_  
Date



\_\_\_\_\_  
Signature Charter Administrator      5/28/25\_\_\_\_  
Date

 11/3/25  
Signature School District Official      Date



## APPENDIX A

### **Fairbanks North Star Borough School District Charter School/Special Education Services Responsibilities**

In an effort to help clarify financial roles and responsibilities for both charter school and Special Education department budget planning, the following guidelines apply. These guidelines do not represent a change in current policy practice but formally document responsibilities for special education services at charter schools within the Fairbanks North Star Borough School District.

Students with disabilities who attend charter schools are entitled to receive all rights under the IDEA, and may not be denied access to a charter school due to their disability.<sup>1</sup> The obligation to comply with the IDEA is not excused simply because a charter school does not have the infrastructure or staff to ensure IDEA compliance. Students in charter schools must be located, identified, and evaluated in accordance with the IDEA's child find provisions; be provided with IEPs; receive FAPE; be placed in the least restrictive environment; be taught by appropriately trained personnel; and be accorded the complete set of procedural safeguards under this law.<sup>2</sup>

It is the responsibility of both the Special Education Department and the individual charter schools to ensure compliance with state and federal law, and that these obligations are met.

Charter schools are responsible for:

- Hiring and supervising special education certified teachers and any support staff (including paraprofessionals and counselors) needed to meet the educational/related services needs of students for whom the charter school has been determined an appropriate, least restrictive environment.<sup>3</sup>
- Staff to ensure compliance with special education paperwork requirements, in coordination with the special education department.
- All instructional materials, assistive technology equipment, instructional technology, and hardware needed for evaluation of students.<sup>4</sup>

The Special Education department is responsible for:

- Providing administrative support for special education students in charter schools. This includes record keeping, long-term file maintenance support, and District coordination of IEPs and the IEP process.

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<sup>1</sup> 34 CFR 300.209.

<sup>2</sup> 34 CFR 300.209.

<sup>3</sup> Specialized positions in the related services can be difficult to recruit and hire for. In some cases these services may need to be provided virtually. In the event that a charter school requires more support from related services than outlined herein, it may be possible to make arrangements on a case-by-case basis for the district to make related services staff available on an hourly basis at service cost.

<sup>4</sup> The Special Education department may assist, when necessary, to provide equipment for charter school special education students.

- Providing access to District electronic tools for evaluation and IEP development (PowerSchool Special Programs and Q-global/interactive).
- Training new special education staff at charter schools, as appropriate to their role, in the use of PowerSchool Special Programs, Special Education policy and procedures, Crisis Prevention Institute training, de-escalation, and special education evaluation instruments.
- Inviting charter school special education staff to District professional development opportunities, as appropriate.
- Consultation from assistive technology staff, as needed, for student IEP support.
- Related Services support for evaluation, IEP development, and supervision/implementation of student IEP services and accommodations support.