

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 Fifth Avenue, Fairbanks, AK 99701
k12northstar.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	31					

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					

1st Quarter: 44 days

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	31					

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					

2nd Quarter: 48 days

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 Start/End



End of Quarter (early dismissal)



Testing Day



Last 3 days (early dismissal)



Professional Development Day (no school)



Vacation/Holiday (no school)



Parent-Teacher Conferences (no school)



Teacher Work Day (no school)



Tentative Make-Up Days for Bad Weather

1st semester: 93 days
2nd semester: 89 days

2018

January

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			

February

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			

March

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

3rd Quarter: 43 days

April

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				

May

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					

4th Quarter: 45 days

June

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					

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



Boreal Sun Charter School

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.

APPENDIX C

APPENDIX C
Bylaws

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

Rebecca McQueen

Chair

Sal Harlan

APPENDIX D

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.