

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

I. Called to Order at 6:16 pm

II. Agenda and Meeting Minutes Approved

III. Reports

H. Report on Action Items

-Parent book study—Kristi and Kyla, No report

-Site—Karl

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

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

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

-Meeting with FEA—Kristi, Tal

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

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

-Alliance for Public Waldorf—Tal

Conference is January 15-17.

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

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

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

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

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

IV. Business

H. Fundraiser discussion (ideas for moving forward)

I. KUAC--plan

V. Non Agenda Items

1. Halloween Outreach

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

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

VI. Future Items/Future Business

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

B. Review Action Items

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

VII. Meeting Adjourned at 7:37 pm

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

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

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

Submitted by Heather Conklin

Boreal Sun Charter School APC Meeting Minutes

Date: January 19, 2016

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

Place: Kristi's "Office"

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

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

I. Called to order at 5:05

II. Agenda and Meeting Minutes Approved

III. Reports

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

IV. Business

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

V. Non Agenda Items

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

VI. Future Items/Future Business

Next Meeting Date Reminder: Tuesday, February 16th from 5:00-7:30 at the McEwen Studio.
Review Action Items
Kyla will call Somer's and Associates for Musher's Hall

Bring a mug to keep here
Send article ideas for Newsletter
Natasha will write about the playgroup
Kyla will write about the Fall Festival
Deb will send her recipe
Kristi will send article
Send a verse

VII. Meeting adjourned at 6:55

Submitted by Kristi McEwen

APPENDIX E

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

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

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September

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24	25	26	27	28	29	30

October

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29	30	31				

1st Quarter: 44 days

November

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			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
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December

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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)

T 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
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28	29	30	31			

February

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March

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3rd Quarter: 43 days

April

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29	30					

May

S	M	T	W	T	F	S
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20	21	22	23	24	25	26
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4th Quarter: 45 days

June

S	M	T	W	T	F	S
					1	2
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24	25	26	27	28	29	30

Dear Boreal Sun Charter School Community,

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

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

Sincerely,
Head Teacher

Guiding Principles

Vision

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

Mission Statement

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

Philosophy

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

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

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

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

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

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

Daily Details

School Hours

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

Attendance

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

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

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

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

Arriving Late - Tardies

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

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

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

Early Pick Up of a Student

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

Lunch and Snacks

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

Emergency School Closure and Snow Days

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

Birthday Celebrations

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

Walking Field Trips

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

School Family Partnership

Parent Evenings

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

Family Rhythms

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

These other home activities support the work of the school:

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

Screen Media Policy

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

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

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

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

Volunteerism

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

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

Some ways to volunteer are:

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

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

Student Life

Electronic Device Policy; Cell Phone, iPad, etc.

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

Dress Code Policy

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

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

Shoes

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

Jewelry

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

Hair and Make-Up

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

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

Weather Prepared

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

Communication and Grievance

Parent/Teacher Communication Guidelines

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

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

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

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

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

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

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

Grievance Process

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

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

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

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

APPENDIX F

APPENDIX F
Evidence of a Written Instructional Program

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

English Language Arts

Grade 2

Reading Literature

Key Ideas and Details

- 2 RL 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (2 RL 1) (Incorporates 1 RL 1)
- 2 RL 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (2 RL 2)
- 2 RL 3. Describe how characters in a story respond to major events and challenges. (2 RL 3)

Craft and Structure

- 2 RL 4. Ask and answer questions about unknown words in a text. (K RL 4)
- 2 RL 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (2 RL 5)
- 2 RL 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (2 RL 6)
- 2 RL 7. Identify the front cover, back cover, and title page of a book. (K RI 5)
- 2 RL 7a. Use illustrations and details in a story to describe its characters, setting, or events.
(1 RJ 7)
- 2 RL 8. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (K RL 6)

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

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

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

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

Reading Foundational Skills

Phonics and Word Recognition

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

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

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

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

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

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

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

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

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

Fluency

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

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

Writing

Text Types and Purposes

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

Production and Distribution of Writing

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

Speaking and Listening

Comprehension and Collaboration

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

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

Presentation of Knowledge and Ideas

- 2 SL 5. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (2 SL 4)
- 2 SL 6. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (Audios at Gr. 7) (2 SL 5)
- 2 SL 7. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) (2 SL 6)

Language

Conventions of Standard English

- 2 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2 L 1)
- 2 L 1a. Use collective nouns (e.g., *group*). (2 L 1a)
- 2 L 1b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). (2 L 1b)
- 2 L 1c. Use reflexive pronouns (e.g., *myself, ourselves*). (2 L 1c)
- 2 L 1d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). (2 L 1d)
- 2 L 1e. Use adjectives and adverbs, and choose between them depending on what is to be modified. (2 L 1e)
- 2 L 1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (2 L 1f)
- 2 L 1g. Create readable documents with legible print. CA (2 L 1g)
- 2 L 2. Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing. (K L 2) (1 L 2)
- 2 L 2a. Capitalize holidays, product names, and geographic names. (2 L 2a)

Knowledge of Language

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

Vocabulary Acquisition and Use

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

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

English Language Arts

Grade Four

Reading Literature

Key Ideas and Details

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

Craft and Structure

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

Reading Informational Texts

Key Ideas and Details

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

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

Craft and Structure

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

Reading Foundational Skills

Phonics and Word Recognition

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

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

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

Fluency

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

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

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

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

Writing

Text Types and Purposes

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

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

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

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

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

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

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

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

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

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

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

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

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

Production and Distribution of Writing

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

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

Research to Build and Present Knowledge

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

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

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

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

Range of Writing

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

Speaking and Listening

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

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

Conventions of Standard English

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

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

Knowledge of Language

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

Vocabulary Acquisition and Use

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

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

APPENDIX G

APPENDIX G
Statement of Non-Discrimination

Statement of Non-Discrimination

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

APPENDIX H

APPENDIX H

Admissions Policies and Procedures

Admission Policies and Procedures

Admissions Criteria

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

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

Admissions Procedures

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

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

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

- Children of employees of the school*

- Students enrolled in BSCS (after the 1st year)

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

Appendix J District Transportation Policy

SCHOOL BOARD POLICY

760

760 Student Transportation

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

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

See Also
AR 760

761 Bus Conduct

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

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

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

See Also
AR 761

762 Student Transportation in Private Vehicles

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

Policy Adopted: March 3, 1981



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

ADMINISTRATIVE REGULATION

760 **Student Transportation**

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

ESTABLISHMENT OF TRANSPORTATION ROUTES

- A. Pupil transportation routes and services are established based on criteria for those students who reside outside the "walk zone."
1. The *walk zone* is defined as that area surrounding a school not typically provided transportation services, measured from the closest point of the school property to the closest point of the residence property using a route by which a student could actually walk to the location.
 - For all schools, the walk zone is one and one-half miles (1.5 miles).

Regular Routes

- A. A regular pupil transportation route may be established if fifteen (15) or more students reside outside the *walk zone*.
1. Students will not be required to cross private property without permission of the property owner.
 2. Some roads within the boundaries of the district are not considered safe for school bus operation. The district attempts to establish school bus routes that will serve pupils in a timely manner on all days school is in session. The following requirements must be met before a route is approved:
 - The entire route must consist of regularly maintained roads, having at least a gravel surface.
 - Road(s) must be under the supervision and all-weather maintenance of the Department of Transportation, a public utility district, a borough service area, or any other agency supported by public funds.
 - Adequate turnaround space for transportation vehicles must be available on the route.
 3. Because of the difference in vehicles used for pupil transportation, the district will also consider the following factors when evaluating a road for a bus route: access, grade, recovery area, sharp curves, sight distance, steep embankments, and winter maintenance.
- B. A transportation route and route extensions must be free from duplicate mileage unless:
1. The pickup point requiring the duplicate mileage serves at least three students and is at least one mile, one way, from the main route; or
 2. The pickup point requiring the duplicate mileage serves fifteen or more students under a mile; and
 3. The pickup point requiring the duplicate mileage serves a minimum of one student per mile.

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ADMINISTRATIVE REGULATION

Student Transportation (continued...)

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

Special Education Routes

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

Hazardous Routes

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

IN-LIEU AGREEMENTS

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

(continued...)



ADMINISTRATIVE REGULATION

Student Transportation (continued...)

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

DISTRICTWIDE PROGRAMS AND PRIVATE SCHOOL BUSING

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

GENERAL PROVISIONS

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

Approved: October 15, 2007



