

Anchorage Public Waldorf School

Charter Application (Revised 12/6/04)

Anchorage Public Waldorf School

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Academic Policy Committee

The Academic Policy Committee and their contact information

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Academic Policy Committee

The founding families, the Academic Policy Committee, met together for the purpose of starting a Waldorf methods charter school. The Academic Policy Committee will supervise the academic operation of the charter school and ensure the fulfillment of the mission. Responsibilities will include, but not be limited to: establishing and approving all major educational and operational policies, approving all major contracts, approving the schools fiscal affairs, and selecting and evaluating the administrative staff.

For the first 5 years the Academic policy committee will consist of the founding families, the Administrator and two teachers (seven members initially). One member will relinquish their position yearly at which time the all school body can nominate and vote in a new member.

How the APC will facilitate their relationship with the ASD

The Principal of Anchorage Public Waldorf School will be the liaison between the Academic policy committee and the ASD.

Description of Educational Program

Mission:

Anchorage Public Waldorf School will provide an innovative, standards based education, enhancing the growth of student creativity and imagination through the arts. Our aim is to provide a holistic learning environment and demonstrate that all children are natural and inspired learners who can achieve. To do this, we will use the Whole Child Curriculum, based on the Waldorf educational philosophy. Our mission is to nurture and promote the development of healthy, responsible and creative human beings. We aim to enliven and support families in our local community. Specially trained teachers will use developmentally attuned approaches and the arts to encourage academic achievement and creativity, social intelligence and ecological awareness. The Whole Child Curriculum, with its emphasis on developing an ecological perspective in an urban environment and encouraging social responsibility, will enable students to develop a sense of connectedness to the world around them and will incline them to treat the world with sensitivity, respect and compassion. Our goal is students who will grow up to shape the culture, instead of being mere reflection of it.

Program Philosophy

At the heart of the Waldorf-based Whole Child Curriculum is the recognition of how much children change from year to year. Our lesson plan places pivotal importance on the mental, emotional and physical nature of each grade level. The curriculum ensures that the material presented – and how it is presented – is developmentally attuned to the appropriate age at every grade level. This model values the stages of childhood development, greater interaction between child and teacher, and the integration of the arts into a rigorous academic program.

The Whole Child Curriculum based on the Waldorf educational approach at Anchorage Public Waldorf School is child-centric. It includes 14 learning strategies that attune what is taught, when it is taught, and how it is taught to the cognitive, psycho-social, and kinesthetic phases of child development:

(1) Community Learning and Teaching:

APWS will use the classic “*class teacher*” model in which one teacher “loops” together with his or

her class from grade to grade. This structure of continuity helps create a gradual transition from home to the school community. APWS class teachers will make a commitment to remain with their class through Grade Five. Some master teachers stay with their class through 8th grade. The class teacher welcomes each child individually with a handshake and brief check-in at the beginning of each day and then teaches the academic “main lesson” which comprises the first two hours and usually some other lessons later in the day. He or she ends the pupil’s day with another handshake and check-in. This daily bonding and oversight ritual is the foundation of what is possible for individual students at APWS. The class teacher is not the only teacher the pupils see each day. Specialist teachers teach foreign languages, music, games and movement, handwork. Interesting guests will be integrated into the life of the school. Besides their parents or guardians, teachers are the most consistent relationships children have. APWS teachers will endeavor to work together as a group to support each other’s individual work. Because formal education takes place in a community setting, it is essential for teachers to work collaboratively with each other and the parents out of an understanding of how they are shaping pupils’ relationship to learning. This is a solemn public responsibility that requires mutual collegial support.

APWS will work outside the classroom to build our larger pupil/parent/teacher community through the use of regular seasonal festivals. These festivals provide an opportunity for the larger community to come together as a whole around a central seasonal theme. The centerpiece of these events is usually the presentation of student work be it music, drama or dance.

(2) Focused concentration:

The structure of the school day at APWS is attuned to pupil’s inherent biorhythms. The most intense and focused learning happens at the beginning of the day when the students are most receptive. Each day begins with a two-hour period known as the “*main lesson*”. This teaching unit is integrated and cross-curricular and includes activities to awaken and focus attention. 40-45 minute subject lessons follow the main lesson. Academic subjects take priority in the morning. The afternoons are usually used for arts and crafts, outdoor activities, sport and practical work. Subjects such as music, movement, and foreign languages, which benefit from regular practice, are evenly spaced throughout the middle of the day whenever possible.

(3) Thematic Learning:

Teachers present each subject in ‘blocks’ of time lasting several weeks. Teachers use the main lesson format to address a progressive range of competencies in mathematics, language arts, science, and humanities. Meaningful connections link subject areas and previous and future main-

lessons – even main lessons years ahead or long in the past. The main lessons are part of a *block scheduling* system of themed learning that centers the schedule and organization of the day from 1st to 8th Grade. Within the requirements of the curriculum, class teachers choose the material, presentation, and activities to suit the needs of the specific class. They aim to make each lesson an interesting and artistic whole that has rhythm, structure and purpose. Main lesson activities and content meets pupils' cognitive, affective, and practical modes of learning.

(4) A stimulating learning environment:

A regular change of activities stimulates student's interest. Like any living system, APWS will create a rhythmically structured school day, week, and year with a built-in pressure-release system that keeps everything lively. Teachers will balance concentration and relaxation, mental and practical work, movement, listening and participating, observing and doing. Each lesson will balance cognitive, emotional/social, and active learning. Teachers will plan activities to suit the attention span of a given class and pay attention to the rhythm of the week.

(5) Deep learning:

A rhythmic approach to teaching enhances learning and memory. Information that is not immediately 'regurgitated' can be absorbed and later 'remembered' within a wider context that includes the pupil's own experiences. Teachers introduce new experiences allowing time for pupils to assimilate previously taught material. Teachers distinguish between subjects that need regular practice (foreign languages, music, spelling etc.) and subjects focusing on new content. Topics are dropped following a period of concentration, say 3-4 weeks. This allows for information to settle, and time for data and information to become knowledge and eventually understanding.

(6) The Whole Class Dynamic:

Teachers focus on the class as a dynamic whole. Teachers constantly work to shift and reintegrate smaller groups - such as ability groups for math and reading - back into the whole class. A class of mixed ability children is a model of community. Pupils learn from each other. The whole-class dynamic celebrates differences. Teachers avoid giving rewards for being first or best. Teachers are aware that rewards and prizes make pupils compete for prizes rather than working from inherent motivation. Teachers aim for a creative balance between cooperation and competition among pupils, aiming for them to be enlightened and inspired by each other as well as the teacher.

(7) Teaching Through Narrative:

The use of narrative gives pupils a conceptual framework within which they can orientate themselves and understand their experiences. Younger pupils listen to stories told by a teacher in his/her own words, not read from a book. Teachers inspire pupils to identify with characters in stories and develop linguistic and listening skills. Teachers use story as a classroom management tool with younger pupils. Inspirational or thought-provoking stories take the place of moralizing or lecturing older pupils.

History is taught initially through narrative and stories from a wide range of sources: fairy and folk tale, legend, fable, parables, mythology, and literature and then moves on to recorded history and historical fact. Teachers share content in oral form, not through written textbooks, especially in the earlier grades. Teachers use biography to strengthen pupil identification with people who made a difference. Communicating, exchanging viewpoints, dialogue and debate are part of lessons. The groundwork for such abilities is laid down in the younger classes. Teachers cultivate the quality of listening and speaking in class.

(8) The Use of Imagery:

The use of imaginative imagery "mental pictures" is an essential element of the Whole Child Curriculum. When presenting factual information Teachers will strive to present information with both a pictorial and emotional element. Teachers avoid abstract concepts throughout the primary

years (ages 6- 12) and stress the pictorial element which grows with pupils' changing understanding of the world. Teachers use imagery that evokes strong sensory impressions and stimulates the imagination wherever appropriate in speaking to the children up to the ages of 8 or 9. Teachers transition to more abstract intellectual processes after the age of 10 when the ability to think in abstract and causal terms begins to emerge. From 10 until puberty, teachers adopt metaphor, simile, and comparison to create mental images. In adolescence, teachers construct imagery from history and current events.

(9) A “Living” Classroom:

Teachers use a wide variety of materials and resources including prepared worksheets, texts, vocabulary lists, maps, diagrams, and multimedia. Pupils are not taught by mass-produced textbooks but by live teachers. Teachers and pupils together develop the main lesson from a variety of sources. Pupils use blank journals to write and illustrate what they have learned and observed into their main lesson books. As a matter of course, books such as dictionaries, atlases and other reference material are an integral part of the classroom. Assignments and projects arising out of the lesson theme require that the pupils develop competence in a range of information-retrieval skills by the time they reach age 12.

(10) Learning to Lead:

The personal behavior of adults and teachers at APWS will be an example to the pupils. In addition, pupils will learn about how to be a leader in different ways at different stages of their development:

- o Kindergarten teachers will endeavor to be a model of kindness, strength, and daily rhythm to the pupils, knowing that children at this age *imitate adult behavior* on their path towards becoming their own individual.
- o Class teachers of grades one to five will endeavor to set clear guidance and boundaries for the class as a whole, knowing that children at this age *rely on guidance and boundaries* to continue developing their individuality.
- o Class teachers of grades six to eight will endeavor to be experts in their subjects knowing that at this age pupils *want to be led by teachers they respect as experts* to develop themselves into enthusiastic lifelong learners.

(11) Respect, tolerance, and understanding:

Each individual class within the school will be a multicultural, mixed ability educational environment with equal chances for all. Each class, moving through the years together, will be a learning community for respect and understanding of different individual academic and social gifts and challenges as well as for varied social and cultural backgrounds. The class – which includes the parents as an inextricable part of the whole – will develop principles that will enable the class to carry and deal with the kind of crises that occur as part of normal development. Kindness, sharing and the ability to listen to others will be actively encouraged.

Pupils are inspired to take pride in their work and to achieve the highest standards they are personally capable of. Teachers will work to balance an atmosphere of positive competition and collaboration. Pupils will evaluate their fellow pupils' achievements in an objective, though positive and constructive way. Team work and problem solving will be practiced and the school community as a whole will work to reflect these principles.

(12) The Continuous Learning Community:

Anchorage Public Waldorf School is designed to function as a living system that balances initiative and accountability. All teachers, staff, and participants will be asked to make a commitment to develop him or herself along with the pupils. Our fundamental assumption is that there is always room for improvement. We will endeavor to make planning, review, and ongoing educational research a creative, fruitful and effective process.

13) Living Systems Learning:

At APWS it is our intention to educate the whole child to see him or herself as living within the context of a whole environment. Developing the capacity to think ecologically is not just a matter of teaching about the importance of recycling or our reliance on fossil fuels. We intend to teach pupils to become aware of the inherent ecology of life and as something that is connected to everything we do, from a baby's exhale to the ozone, from a lit match to an exploding volcano. In the same way that each child must be taught as a whole human being, so the multidimensional, complex issue that is our world ecology must first be seen as a single unit with many interconnected parts. From there, specific aspects of ecology are woven into our curriculum, our building site and our world view so that the child will fully understand the individual and collective relationship that child and every other person has with the planet.

14) Community Service:

One of our goals at Anchorage Public Waldorf School is to educate children in such a way that they are able to envision and create a peaceful world as adults. Doing things for others contributes to a sense of self-sufficiency, self esteem, and accomplishment, as well as strengthen qualities of self-discipline, perseverance, patience, and imagination. Community service is an intrinsic part of that goal. Bringing children into contact with those less fortunate than themselves and caring for the environment helps broaden their understanding of the realities of our society. It helps them develop compassion and empathy for others as well as a desire and will to help. A service project for a class also helps build a spirit of community within the class. Working together towards a common goal helps develop skills in cooperation and working together. This is one reason why service projects are important even in the early grades. The children learn to work together and to trust one another.

Need

Currently there is no other Waldorf-methods public school in the Anchorage School District. Additionally, only one school offers a half-day kindergarten. We will offer a half-day kindergarten, both a morning and afternoon program. Another unique characteristic of our program is that teachers will stay with their classes, first through sixth grade.

Our Parent Interest Night and outreach indicates at least 100 families interested in the school at this time.

Goals

To provide the option of a Waldorf methods K-8 in the Anchorage area.

Curriculum

See attachment

AWPS meets Alaska State Performance Standards.

Scheduling Requirements

Anchorage Public Waldorf School proposes that the day begin at 8:30 am and end at 3:00. The school calendar will follow that of the ASD. School emergency closures will also follow those of the ASD.

Specific Levels of Achievement for the Educational Program

How the curriculum is aligned to measurable outcomes and assessments.

Curricular focus	Measurable outcomes	Assessment tools
English & Language Arts	Students are literate and articulate. They can clearly demonstrate reading, writing, listening and speaking skills. Students can communicate clearly to others, both orally and in writing. Students can comprehend and interpret a variety of forms of written expression.	State mandated test Teacher assessment Portfolio Exhibits
Mathematics	Students can reason logically and understand and apply mathematical processes, concepts, and techniques. The four basic processes, Fractions, Decimals, Geometry, Percent, Interest, Algebra, Areas, Solid Geometry.	State mandated test Teacher assessment Portfolio Exhibits
Science and Technology	Students understand general principles of the scientific method and can apply these to several branches of science including Life Sciences, Physical Sciences, and Earth Sciences.	Teacher assessment Portfolio Exhibits
Ecology	Pupils learn lessons about sustainable human community from natural ecosystems. Pupils understand the circle of life and the seasons, know how to plant and garden, compost, and recycle. Anchorage Public Waldorf School may implement <i>The Edible School yard</i> , a model to create and sustain an organic garden and landscape which is wholly integrated into the school lunch program for schools and communities	Teacher assessment Portfolio Exhibits
History/Social Science/ Geography	Social studies; Continuity, change and belief systems in different cultures. Students possess knowledge and understanding of a variety of cultures around the world, including their history and geography, food, music, and games.	Teacher assessment Portfolio Exhibits
World Language	Students speak, understand, and have writing skills in two languages in addition to their native language.	Teacher assessment Portfolio Exhibits

Handwork and Practical Skills	Students can knit, crochet, sew, make patterns, cross-stitch, weave, make toys, and do woodwork. Bricks & mortar, tents, teepees, dwellings, basic word processing and computer skills beginning in 6 th Grade.	Teacher assessment Portfolio Exhibits
Art Visual Arts:	<u>Visual Arts:</u> Students draw, model in beeswax and clay, sculpt in stone, do watercolor, form drawing, and perspective drawing. <u>Music:</u> Students learn to play the recorder, a string instrument, and a wind instrument. They learn how to read music. Singing is taught as a subject and incorporated in other subjects. Brass and percussion is available. <u>Visual and Performing Arts:</u> Presentations (e.g.. Class Plays, Art Exhibitions, Concerts, and Recitals) related to the curriculum, presented over the course of the year.	Teacher assessment Portfolio Exhibits Assemblies Concerts
Physical Education and Movement	Gymnastics, group games, and, in older grades, appropriate organized sports. Dance and, when possible, eurythmy	Teacher assessment Portfolio Exhibits
Human Development & Life Skills	Self-esteem, conflict resolution, human development and health.	Teacher assessment
Leadership & Citizenship	Community service (helping in the classroom, the school, at home and volunteering in the community)	Teacher assessment Portfolio Exhibits

Student Assessment and Parent Conferences

A comprehensive assessment will be prepared and provided to parents at the end of each school year for each child. This will include an overview of the course work for the year, and a discussion of the child's achievement, performance, and growth in each of the various curriculum blocks, the specialty subjects (languages, handwork, recorder, movement), as well as social skills and work habits. In addition, the parents will receive a quarterly summary of the student's work in subject areas at the parent-teacher conferences. This will include a review of main lesson books and short summaries from language and handwork instructors. The children will also present their work at a child-lead, child-parent-teacher conference. Report cards, as such, will not be given. Parents may also request a conference with the teacher if needed.

Portfolios

Comprehensive student portfolios will include samples such as main lesson books, practice papers, written work and reports, artwork etc.

Teacher Observation

A record of teacher observations of each child will be maintained. These will include a record of individual growth and achievement in all three main areas of concern (intellectual, physical and emotional).

Oral Recitations

Oral recitations, presentations, reports, performances, and demonstrations will occur regularly, by both individuals and groups.

Exhibitions

An open house will be planned at least once a year, during which student work will be exhibited and samples of the class work will be demonstrated.

Completed student projects/artwork, both individual and group, will be used in public exhibitions.

Assemblies

School-wide assemblies will be planned monthly or bimonthly as a showcase of each grades' classroom work (recitations, songs, poems) starting at first grade. This will give parents, administrators and board members a glimpse of the students work throughout the year.

Grade Level Benchmark Skills

Students will also demonstrated their overall progress toward graduation readiness through a series of standardized tests to be given per Anchorage School Districts testing schedule starting in third grade.

Eighth Grade Exit Outcomes

1. Demonstrate literacy in reading writing, speaking, and listening.
2. Construct meaning from a variety of text using comprehension strategies, prior knowledge and personal experience.
3. Initiate reading opportunities and reading independently;
4. Write with fluency in a variety of genres for a variety of audiences, i.e. Reflective journal, persuasive essay, report, science observation, personal letter, business letter, creative story, and poem.
5. Speaking skills to present information, narrative, and response to literature.
6. Apply presentation strategies effectively
7. Have knowledge of physical, life and earth science and demonstrate skills of observation, classification, predicting, measuring, questioning, inferring and recording.
8. Have knowledge of history, geography, economics, government, and society and demonstrate skills of critical thinking, social interaction, reflection and research.
9. Attain fluency in mathematical concepts, mathematical reasoning, and basic computational skills and communicate and apply these skills in various settings.
10. Be motivated, self-confident, sensitive, responsive and respectful to adults and peers.
11. Make responsible choices regarding health, hygiene, safety and the resolution of conflict.
12. Creative expression through various art forms: visual, music, drama, and movement. Use the arts to make connections, express ideas and emotions and problem solve.
13. Demonstrate how resources such as books, library references, and technology and research techniques are applied appropriately in the learning process.

How we will help students not meeting the outcomes

Anchorage Public Waldorf School will use an individualized action plan to help improve the performance of low achieving students. We are especially committed to working with such students because we are committed to keeping all students together with their peers of the same age group. The Waldorf based Whole Child Curriculum approach avoids retention or skipping a grade except in the rarest of circumstances.

In addition to the regular parent conferences, these are the steps we will take when a pupil is achieving poorly:

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. Groups of pupils with a similar achievement pattern will be discussed together. The faculty then will come up with an individualized intervention plan for the pupil(s). This can involve receiving supplemental support services, tutoring, alternative instructional materials, or a remediation program. The school will make every effort to get expert and lay volunteers to help as appropriate. 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.

Special Education Students, Learning Difficulties, and Inclusive Practice

Anchorage Public Waldorf School embraces a full inclusion model for special education. Whenever possible, the needs of each student will be met within the context of the classroom.

Education for Students with Special Needs

Anchorage Public Waldorf School is committed to offering services and education for students with special education needs. AWPS will be responsible for providing special education services and education to students with special education needs and may seek guidance or assistance from the ASD on special education issues.

Gifted and Talented Education

AWPS will ensure that each individual student's needs are met and that all students will be challenged to achieve their potential. Inherent in the Whole Child Curriculum based on the Waldorf educational philosophy is the opportunity to stimulate each child's learning needs. Students who are identified as gifted, talented or high ability will be provided with enrichment activities within the classroom focusing on expanding their coursework, divergent thinking, analysis and logic providing them with the opportunity to lead and to be led. Every effort will be made to offer extra-curricular activities to meet these student's needs.

Special Education

AWPS recognizes the importance of providing educational opportunities to all students regardless of physical challenges or special needs. To that end, AWPS pledges to work in cooperation with the ASD. AWPS will adhere to all laws effecting individuals with exceptional needs, including all provisions of PL 94-142 of the American Disabilities Act and the Individual with Disabilities Educational Act (IDEA), its amendments, Section 504 of the Rehabilitation Act. All students will be given equal access to the school regardless of disabilities. AWPS will not discriminate against any student based on his or her disabilities in accordance with Free, Appropriate Public Education (FAPE).

AWPS is responsible for meeting the needs of disabled and special-needs students enrolled at the school, with oversight responsibility remaining with the ASD. The special education personnel at AWPS will be employees of AWPS or the ASD. An AWPS administrator and or other mandated IEP team members will attend staff development and/or training meetings sponsored by the ASD as necessary to comply with IDEA regulations. The charter school will engage the ASD in the IEP and placement of students who are identified as requiring an education program that is off-site, such

as a non-public placement. Student discipline procedures for suspension and expulsion will be in compliance with discipline set forth in the IDEA and consistent with state and federal law.

Fiscal Responsibilities

AWPS has elected to be a public school within the ASD. Therefore, it will receive its equitable share of special education funding and/or services to support the educational needs of students with disabilities enrolled in AWPS. AWPS will be responsible for providing its own special education services and instruction to the students it serves. AWPS may request specific services from the District on a fee basis (e.g. OT, PT, SLP services) and such services will be granted subject to availability. If services are not available at AWPS the student will receive these at their own neighborhood school. AWPS will hire a part time special education teacher and a full time teacher assistant. AWPS will follow ASD special education protocol and policy for:

- Identification
- Referral
- Assessment
- Development of IEP
- IEP review
- Due process procedures

When, as a result of the IEP, it is agreed that the most appropriate placement in the least restrictive environment is not the charter school, the parent of the identified student must be in agreement with the decision. If the parent is in disagreement, that matter would have to be resolved through the due process procedures. AWPS will participate with ASD in order to facilitate due process procedures whenever necessary.

Role of Academic Policy Committee and Anchorage School District for improvement of school performance

The Anchorage Public Waldorf School's Board of Trustees is responsible for the educational outcomes and to ensure the overall educational practices and quality of participation is consistent with the vision of the school. One of the 5 standing committees of this board is the Legal Compliance Committee. This committee will be responsible for tracking overall school performance as it pertains to ASD standards. If school academic performance is in need of improvement, this committee will work with ASD in a plan of improvement. This plan will undergo approval by both ASD and the Academic Policy Committee.

Admission Policy and Procedure

Calendar and dates

Anchorage Public Waldorf School will use the same calendar of registration that alternative programs use in the ASD.

Student eligibility criteria

Anchorage Public Waldorf School student body will represent the diverse population of the Anchorage area.

Enrollment policies, access to curriculum, services and activities of the program are

nondiscriminatory with regard to religion, language, physical handicap, or national origin of children and their parents.

Children of the originators of the school and those who have actively participated in its initiation and organization will have a priority for enrollment.

The application procedure and timelines for admission will be the same as that of alternative programs in the ASD.

Admissions will be on a first come, first served basis. If the number of students applying for admission exceeds the openings available, entrance, except for the existing students of Anchorage Public Waldorf School and the understated preferences, shall be determined by ASD lottery process. The following will be given preference for admission to the school:

- Children of the school's development team and/or governing board.
- Children of school staff.
- Siblings of students currently enrolled in the school.

The minimum age of the children entering the school will be:

Kindergarten: Age 5 by September 1st

First Grade: Age 6 by September 1st.

Upon acceptance to Anchorage Public Waldorf School, parents will be asked to read the parent handbook and agree to the terms that are identified in the handbook. Anchorage Public Waldorf School will request support of the following, as well as other requirements:

- o Encourage active support of the school through volunteering their time and/or other resources.
- o Commitment to provide a home environment that is conducive to learning. In particular, this will mean agreeing to limit children's exposure to electronic media influences such as television, movies, video games, etc.
- o Adherence to a dress code.
- o The willingness of the parent to gain understanding of the Whole Child Curriculum and the Waldorf Educational approach and willingness of the parent to support the education in the home.

During the admissions process, parents will be asked to become familiar with these obligations through written material and/or informational meetings. Families may be asked to take a tour of the school, fill out an application, and then, after the child is enrolled in the school, schedule a family interview. Prior to the interview, any existing school record or IEP for the child(ren) must be provided for confidential review by the Anchorage Public Waldorf School staff. During the interview, the family commitments listed above will be discussed. A family must complete this process and also actively demonstrate their level of commitment to the school and its philosophy.

Administrative Policies

Administrative policies

Anchorage Public Waldorf School will adopt the ASD administrative policies and regulations, with the knowledge that once the school is underway, amendments may be necessary.

Waivers

None requested at this time.

Funding Allocation and Budget

See attachment

Accounts and Receipts for Expenditures

Anchorage Public Waldorf School will be in compliance with AS 14.17.190 Restrictions Governing Receipt and expenditure of public money from public school Foundation Account. The charter school will account for receipts and expenditures by using and complying with district accounting, audit and fiscal procedures. Anchorage Public Waldorf School will allow district personnel or district auditors access to financial information to perform the annual or special audit and accounting information. Anchorage Public Waldorf School shall cooperate with the School Board and the Department of Education in complying with the requirements of AS 14.17.190

Location and Description of Facility

We are currently working to find a site and have a number of solid possibilities in our target area.

- Shiloh Baptist Church
- Presbyterian Church
- United Methodist Church
- 3400 Spenard Road, commercial building

We are working with a realtor who is actively looking for available sites. In addition, we have an investor interested in purchasing a building to lease to us.

Teachers and Administrators in the Charter School

Principal

The Academic Policy Committee will select a full-time principal. The principal will possess a current Alaska Type B Administrative Certificate and be either an existing principal in the ASD, be on the district's Eligible for Hire list for administrators, or be a retired administrator in good standing with the ASD. Additionally, the principal will be selected based on experience, vision, and commitment to the principles of Waldorf education.

Teachers

The Academic Policy Committee will select all teachers. The teachers will be chosen from those currently employed by the ASD or on the ASD's Eligible for Hire list. Additionally, teachers will be selected based on experience and commitment to the principles of Waldorf education. Waldorf teacher training will be provided prior to the start of classes for those teachers who do not possess a teaching certificate from a recognized Waldorf teacher training college or institute. Funding for this training will be paid for using state implementation grant funding.

Evaluation Standards

The evaluation standards shall be identical to those used by the district. The evaluation will include an assessment of the commitment to the mission, program philosophy and goals of the Anchorage

Public Waldorf School.

Other Staff

Other staff of the Anchorage Public Waldorf School will include teachers in the subjects of language, music, art, handwork and movement. Additionally, the school will employ substitute teachers and teacher's assistants as needed, a full time administrative assistant to the principal and a custodian.

Pupil Teacher Ratio

Anchorage Public Waldorf School's proposed PTR is 20.

Number of Students Served

We propose to begin our charter with two Kindergartens (am and pm), two 1st grade classes, two 2nd grade classes, one 3rd and one 4th, and one combined 5/6 class, serving 180 students. The full time equivalent number of students is 160.

Transportation

Parents and guardians of students at Anchorage Public Waldorf School shall be responsible for their students' transportation.

Food Service

Students will bring their own lunches.

Term of Contract

The initial term of contract shall be the maximum allowed by the ASD.

Termination Clause

This contract may be terminated by the School Board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause. The School Board shall provide written notice to the charter school no later than February 1 of a given school year of its intent to terminate this contract at fiscal year-end, and the reasons therefore. If the charter school provides remedial action prior to the end of the school year that is acceptable to the School Board, the School Board may rescind its notice of cancellation.

The charter school may also terminate the contract on an annual basis. In such event, the charter school must notify the District by February 1 of a given school year of its intent to cease operations prior to the following school year. This date may be waived under extreme circumstances by action of the School Board upon a recommendation of the Superintendent.

Certification of Compliance for Receipt of Public Money

Anchorage Public Waldorf School certifies that it will comply with all local, state and federal requirements for the receipt and use of public money.

Other Requirements or Exemptions

Anchorage Public Waldorf School would like to begin operating the first year as a K through 6, growing organically into a K through 8 over the following two years.

Risk Management

Anchorage Public Waldorf School shall adequately protect against liability and risk through an active risk management program.

The risk management program shall include purchase of general liability insurance coverage as required by ASD. Anchorage Public Waldorf School 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 Anchorage School District Risk Manager for compliance with appropriate local, state and federal safety practices/codes and School Board policies. Copies of all pertinent documents shall be on file at the Risk Management office.

Breach of Contract

Failure to comply with the provisions of the contract between Anchorage Public Waldorf School and the local School Board is considered a breach of contract and may result in termination of the charter school. It is understood that compliance will be reviewed by the School Board annually, and that any allegations of noncompliance at any time will be investigated by the School Board through the Superintendent or designee. Prior to canceling the charter school contract, the School Board and the charter school shall attempt to remedy any violations of the contract.

Acknowledgement of Responsibilities

We acknowledge our responsibilities toward the development and operation of the Anchorage Public Waldorf School.

Melissa Janigo

Marya Pillifant

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