



Anchorage, Alaska
November 5, 2007

Table of Contents

1. Academic Policy Committee	
Academic Policy Committee and Contact Information.....	4
Academic Policy Meeting Information and 07/08 Minutes.....	5-23
Mission & Vision	24
2. Law Provisions	
Fourteen (14) Provisions	25-50
Charter School Bylaws	51-60
Bylaw Adoption Minutes.....	Dec 13 th
3. Education Programs & 4. Program Achievement	
Mission & Vision Statement.....	61-63
Test Scores & Assessment 2005-2007	63-65
Remediation & School Goal Achievement 2005-2007	65-69
Student & Staff Enrollment Trends 2005-2007	69-74
Student Achievement and SST	74-80
Nonsectarian Statement.....	80
Proposed Staff Development	81-93
5. Admission Procedures	
Admission and Enrollment Procedures	94
Projected School Schedule and ASD Calendar	94-95
Creating a Diverse School Population.....	95-96
6. Alternative Option	
Explanation.....	97
7. Administrative Policies	
State Evaluation and Procedure Information.....	97-99
Formal Complaints Procedures	97-99
Proposed Procedure for Leadership Changes	97-99
Proposed Procedure for Board Turnovers	97-99
Administrative Policy Manual	97-99
8. Funding Allocation	
Proposed Budget.....	100-103
9. Fiscal Solvency	
Explanation.....	104
10. Facility Plans	
Explanation.....	105-106
11. Teacher to Student Ratio	
Projected Teacher to Student Ratio	107

12. Enrollment	
Explanation.....	107-111
Special Parent / Community Meeting Fliers.....	111
Winterberry Website.....	112
13. Teaching Method/Curriculum	
Unique Aspects of Methods Inspired by Waldorf.....	113
Whole Child Curriculum.....	114-118
Curriculum Focus & Teaching Methods.....	118-189
14. Collective Bargaining	
Explanation.....	194
15. Contract Termination	
Charter School Termination Clause.....	194

1. Academic Policy Committee

Academic Policy Committee and Contact Information

The designated contact person for our group is:

Melissa Janigo, Founder, 1126 F. Street Anchorage, AK 99501, (907) 258-3142,
janigo_melissa@asdk12.org

Academic Policy Committee

Melissa Janigo, Founder, 1126 F Street Anchorage, AK 99501, (907) 258-3142,
janigo_melissa@asdk12.org

Marya Pillifant, Founder, 637 W. 15th Ave. Anchorage, AK 99501, (907) 272-0974,
littlehouseak@yahoo.com

Nancy Simpson Martin, Founder, 2700 Kobuk Ct. Anchorage, AK 99508, (907) 274-1064,
martins@acsalaska.net

Erin F. Herzog, Founder, 1326 F Street, Anchorage, AK 99501 (907) 278-6672
akzogs@mac.com

Franny Hall, WPG Liaison, 4053 Hood Ct., Anchorage, AK 99517, (907) 243-1801,
frannyinak@yahoo.com

Arthur Harmon, Teacher, 2504 Glacier Street, Anchorage, AK 99508, (907) 333-2422,
harmon_arthur@asdk12.org

Shanna Mall, Principal, 521 E 10th Avenue, Anchorage, AK 99501, (907) 929-3054,
mall_shanna@asdk12.org

The founding families, the Academic Policy Committee, met together for the purpose of starting a school inspired by Waldorf methods. 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 five years the Academic Policy Committee will consist a minimum of the four founding individuals, the Administrator and two teachers (seven members initially). One founding member will relinquish their position each year after at which time the all school body can nominate and vote in a new member.

Academic Policy Meeting Information and Minutes

The Winterberry Charter School APC meets on the third Thursday of each month beginning at 6pm. Changes to this schedule are made to accommodate for both winter and spring break. This year the APC has also implemented the use of a second meeting held on the second Monday of each month to set the agenda for the upcoming meeting. The first general meeting of the year takes place in August with the final meeting being held in June. Special meetings are sometimes called and the community is notified in accordance with the Open Meetings Act. The meeting schedule for the 2007/2008 school year is as follows:

August 30, 2007 – Full APC Meeting
September 20, 2007 – Full APC Meeting
October 8, 2007 – APC Agenda Setting
October 18, 2007 – Full APC Meeting
November 5, 2007 – APC Agenda Setting
November 15, 2007 – Full APC Meeting
December 3, 2007 – APC Agenda Setting (Date change due to Winter Break)
December 13, 2007 – Full APC Meeting (Date change due to Winter Break)
January 7, 2008 – APC Agenda Setting
January 17, 2008 – Full APC Meeting
February 11, 2008 – APC Agenda Setting
February 21, 2008 – Full APC Meeting
March 17, 2008 – APC Agenda Setting (Postponed due to Spring Break)
March 20, 2008 – Full APC Meeting
April 9, 2008 – APC Agenda Setting (Postponed due to testing)
April 17, 2008 – Full APC Meeting
May 5, 2008 – APC Agenda Setting
May 15, 2008 – Full APC Meeting
June 9, 2008 – APC Agenda Setting
June 19, 2008 – Full APC Meeting

WINTERBERRY CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE
MINUTES
AUGUST 30, 2007

DRAFT

Call to order 6:15

APC members present: Marya Pillifant, Leslie Mayer, Nancy Simpson Martin, Melissa Janigo, Erin Herzog, Shanna Mall, Franny Hall, Art Harmon

Other community members present: Mara Carnahan, Connie Bensler, Dave Schwartz, Todd Robicheaux, Julie, Vivian Patton-Phillips, Madelyn Tyson, Lee Gravel, Laura Greffenius, Tina and Scott Sammons

I. Opening

- A. Song – “Come Yonder” led by Art
- B. Excitement sharing

Shanna	This morning several children missed her greeting at the front door. They waited and did not want to go upstairs to class until they shook her hand.
Leslie	She was nervous about starting the year with a class of 27 first graders. The group is wonderful and the first days have gone smoothly. She feels that this is due to the early childhood Waldorf method that allows children to mature and be “ready” for academic learning prior to initiating it.
Erin	She reported that her children are happy and looking forward to going to school each.
Melissa	The first day of school was amazing, quiet, settled; an awesome start.
Art	This year has the opportunity to teach first grade Russian. They giggle when he speaks in Russian and are learning it quickly. He is enjoying the class and it is amazing how it is working.

II. Approval of Minutes

Secretary is on leave due to family medical needs and the minutes were not available for approval. They will be approved at the next meeting.

III. Approval of Agenda

Enrichment scholarships were added to the agenda

IV. Community comments

Dave	Shared about a violent discipline issue at another charter school. School was able to meet school need due to strong disciplinary policy. Encouraged board to form a disciplinary policy. Encouraged board to work on by-laws. Dave expressed a desire for the Science curriculum to be strengthened. Has donated some equipment to this effort. Feels that Science is a “soft spot” in school program. Suggested getting a group together to address Science curriculum. WCS does an excellent job with Art, Language Arts, and Music. The math program is weak and the Science program is very weak.
Vivian	Enrichment program is being run different this year, causing a hardship on some families. She felt that she had been promised that there were going to be scholarships, now there possibly are not. Has extreme situation in need of scholarship.
Madelyn	Would like to have two fifth grades for next year.

V. Informational Report

- A. Charter School Liaison Report

Congrats on great first weeks. Congrats on having janitorial service back.

B. Administrator's Report

- ∞ If we maintain an enrollment of 175 students we will have an extra 90,000 dollars in our budget
- ∞ Current budget is balanced (based on 165 children)
- ∞ School year 08/09 budget is due in November
- ∞ Current enrollment is 174 - K 18 & K 18 - 1st 27 - 2nd 25 - 3rd 24 - 4th 15 & 4th 14 - 5th 18 - 6/7th 15
- ∞ Enrichment update and history
 - Started two years ago very hap hazard
 - Tried to Model 21st century school program with tutoring, but hours were quickly extended and it became more like child care
 - Fee scheduled based on Boys and Girls club
 - At the end of last year MOA child care licensing informed the school that the enrichment program must be licensed under the MOA code
 - MOA and Jennifer worked over summer to expedite process
 - With licensing families can use the Child Care Assistance Program
 - Jennifer's proposal
 - Enrichment is now licensed for thirty children due to physical space issues, such as the number of sinks, with a second sink we could go to 36
 - There is currently a wait list
 - Rie's room is licensed for 12 children, Leslie's room is licensed for 14 children, and the Movement room can have 17 children
 - Enrichment does not financially break even, public school funding is used to support the enrichment program
 - Liability question – Connie will research enrichment coverage
 - The licensed child care is under the APC not the WPG
- ∞ George and Donna are available to come and do consulting with the school, similar to last year, the last week of September or the week of March 24th. Staff prefers the March 24th week due to already having an in-service day (Friday). They will focus on what we choose.
- ∞ Will use faculty evaluation format suggested by George and Donna
- ∞ Waldorf Teacher Certification Training – August week of training was too much based on the timing. The faculty was in training out of state for three weeks, came back for one week, then had another week of training, which ended two days before school started. It would better if it was not so close to the start of the year. Next year will look at putting it before Christmas break, making a three week break for students.
- ∞ SAP and parent involvement plan will be handed out in boxes. Shanna requests input from APC members (Connie added that these are published and people read them. Community services, reading and math, and encouraging diversity are school board goals. Community Service is a good goal she feels.) Focus on goal number three of the PIP.
- ∞ Wendy Bates is not able to do School Photos until the Spring. Please e-mail feed back to Shanna about if want to go ahead or schedule someone else to do them in the fall.
- ∞ Charter renewal is in January. Connie suggested a sub committee to complete this. It will be an Admin committee.
- ∞ Letter from Alliance for Public Waldorf Education states that charter schools can use "Inspired by Waldorf Education." They can not use Waldorf education or Waldorf inspired education. They spent money and energy to get this legal opinion. An invitation to become a member school was offered. They are asking for a donation of 5-10 dollars per enrolled student. Asked to put this on the agenda for next meeting.

C. Budget report

none

E. Winterberry Parent Guild Report (WPG)

- ∞ WPG summary in newsletter
- ∞ Meeting first Thursday of each month
- ∞ Treasurer - \$6,800 in account, starting year higher than in past
- ∞ Janice no longer treasurer Birgit Arroya volunteered, will be voted on during the next meeting
- ∞ Fundraising meeting on Wednesday the 5th at 6:30 Lynn Jablonski is organizing
- ∞ Harvest date and auction
- ∞ Forest Fair – Sara Wilson Doyle reported that 560 dollars was earned selling child made things. Wants to spend money on equipment for them since they ran the booth. \$600 was approved for mats for the movement room
- ∞ Jane Rihner. is the faculty rep. The WPG appreciates her reports and announcements
- ∞ Shanna also gave a report at the last meeting
- ∞ Future expenditures –the WPG wants to create a list on how the WPG will spend its funds with more advanced planning than in the past. A prioritized list. Jane will get input from faculty. This will be addressed at the next meeting.
- ∞ Quinyan Park - \$13,000 is left in the grant. Projects are on hold due to weather. Conversation around grant obligation, volunteers hours, hiring contractors, deadlines

F. Growth Committee

John Levy (developer/realtor) continues to look for a long term, ideal, Winterberry school site. Next meeting not yet scheduled.

G. Web site

- ∞ Mara shared mock up of new web site
- ∞ This work is sponsored by the WPG
- ∞ Getting toward final edit
- ∞ Looking for feedback from community
- ∞ It is in process and everyone is encouraged to look at it, the mock up will be accesable in a week or two

H. Community questions regarding informational reports

- Lee Asked where volunteer needs and tasks are posted
- Dave Generally through e-mail
- Lee Suggested that a hard copy be posted somewhere
- Connie Shared that another charter school had good luck with a regular mail letter
- Lee Suggested that a volunteer hour pool be created for enrichment if it is included in any type of scholarship offer. Felt that asking already strapped parent on scholarship for extra volunteer hours is unreasonable.

VI. Action Items (These are items to be voted upon at this meeting)

A. Classroom changing policy (see attached)

This has been created more inclusive as a conflict resolution policy that is ready for in-put. Because it was just distributed (see attached) decision postpones until next meeting. Please e-mail or give feed back to Leslie to incorporate into final draft.

B. Fourth grade enrollment

It was decided to temporarily suspend enrollment in fourth grade until a future decision can be made about combining the two classes or not.

C. Enrichment scholarship plan (see attached)

- ∞ Concern that volunteer hours too much for a time strapped parent
- ∞ More documentation to support request, such as work or school hours
- ∞ Jennifer wants to give alternative, wants it to be fair and accountable
- ∞ Funding comes out of school budget
- ∞ Connie suggests that to protect/support Jennifer, she should report to someone, not leave her with all the decisions all on her own. Could have her report to Shanna. Shanna will reports back to APC.
- ∞ Step one OK addition of written documentation of need
- ∞ Step two good
- ∞ Step three - eliminate it
- ∞ Over all scholarship amount/budget up to Shanna

VII. Discussion Items

A. Lease

1. Janitorial complaint process - Janitorial complaints resolved. A professional cleaning staff has been hired by the landlord. Thank you Franny for your help with this. System for giving Mark feedback regarding safety and janitorial services needed. Clipboard for comments will be in the faculty room. Paula will create the clipboard, and Leslie will inform staff of process.
2. Parking – Erin has asked Ed to donate past parking. Need to include amount for parking into the lease renewal. Need to add the two parking spots to lease renewal. Want one payment option from ASD, currently are paying rent and parking separately. Shanna states that past parking has been paid – not asking for donation from Ed.
3. Lease payments/Lease renewal - Erin comfortable with security of lease renewal going forward. Leslie stated being uncomfortable with not having a lease renewal signed (current lease expires in June of 2008). Certificate of occupancy issue and capacity of facility still an issue (CO is for 180 people in the building. We currently have over that number. We will be further over next year). Suggested to ask Carol Stockard to look into that. Carol Stockard. Invite Ed to growth committee meeting and Carol to discuss.

VIII. Dialogue (Open conversation about an item)

A. Plan for By-Laws Revision

- ∞ Connie - By-laws need to be done by January for renewal of charter.
- ∞ Admin committee will be formed by Shanna to do this
- ∞ Melissa and Erin will represent the board on the by-laws committee.
- ∞ Will try to get samples from other similar
- ∞

B. Priorities for the year

1. Renew charter/by-laws revision - Connie will bring back more information on the process for charter renewal
2. George and Donna coming for consultation/retreat
 - ∞ They are available in September and in March
 - ∞ The faculty prefers March due to already having a Friday “inservice” day available, preventing the need to do it on Saturday
 - ∞ Other members of the community may need it to be on a Saturday due to working on a Friday
 - ∞ Franny suggested having them come both times
 - ∞ Connie suggested that having them come in September is too soon. The year has started out smoothly. She commented that everyone was very “burned out” last year. She encouraged the school to pace itself and prevent this from happening.
 - ∞ Art/Leslie stated that the teachers just came off of four weeks of training that they need time to digest

- ∞ They will do what ever we want them to do
 - ∞ Several commented that we have not had time to work with the recommendation made last Spring.
 - ∞ Decided to have them come in March and will work further on what we want them to do during the visit.
3. Discipline Policy
- ∞ Melissa shared some information about a professional who works with Waldorf schools on school climate, including discipline issues – she will look into it more – it is a four year process
 - ∞ Connie referred to the ASD policy
 - ∞ Mara asked about the previous work done – Shanna responded that a “refocus sheet” was developed but it is not being used much and it was not a policy
4. Space issues for next year – We will need an additional classroom next year and the options are:
1. Combine the two fourth grades into one
 2. Have an AM/PM Kindergarten in one room
 3. Use the movement room
 4. Put 7/8 off site
 5. Due facility expansion and addition for next year

It was previously intended to have a meeting with the fourth grade regarding the possibility of combining the classes. The board decided that it would be better to have a larger community meeting that addresses all the option together. The meeting was set for January 22nd Tuesday 6:00 PM. This will allow time for the growth committee to know about expansion possibilities. The growth committee will meet and invite Ed, Sarah R., and Carol to contribute to the meeting.

5. Science/math program development – admin committee will be formed

C. 2008-2009 Early Release Days

- ∞ Concerns about stress on parents, already enough differences between WCS schedule and that of ASD
- ∞ Need to get parent pop. in put – newsletter, questionnaire at conferences, Shanna will do PR notice in newsletter and info and ways to give input
- ∞ Community comment - Consider parent practical reality of working families and days off of schools. When matching ASD calendar have more option, when not matching ASD options are limited. Creates Chaos in family.
- ∞ Franny suggested doing more educating of parents before they sign on so they know.
- ∞ Connie stated that parents need consistency. Do the same thing every year parents need to know what to expect. She also stated that parents in other schools that do early release complain about it.
- ∞ Maria suggested adding more practical pieces of parent education for orientation.

- D. Maintining Web site - Maria suggested that we think of ways the website can save us work. She requested that an dmin committee be formed to maintain it.

Additional Community Comments (Due to incorrect information on meeting start time on web site)

Tina and Scott Sammons

- ∞ last year 4/5/6 participated and she helped with it
- ∞ she has done it in previous schools.
- ∞ non competitive competition
- ∞ books nominated by librarians and teachers for content
- ∞ books are appropriate can be read in two day
- ∞ only competing with your knowledge

- ∞ fosters team work and bonds with classmates
- ∞ Sit in classroom, no stage or pressure in this way
- ∞ Children are asked questions, team confers, and write answer. Each speaker gives full title and author and can refer to team mates at any time. It is very supportive; each team can earn full points for each question, They get points on how well know books.
- ∞ Yes, there is a winner but no tie breakers.
- ∞ Program fosters team work which supports Waldorf philosophy and is throughout life
- ∞ It has increased my child's reading comprehension.
- ∞ Develops life traits love of books and provided after school so optional

Dave Swartz

- ∞ Was great for own child
- ∞ If a group of parents want to do it should not put a blanket on it the pros out way the cons.
- ∞ Due to no public notice when the decision was made, should be revisited.

Battle of the Books:

Families can participate on other teams in district.

Board decided to put WCS participation back on the agenda at the next meeting under action items.

Adjourned

Agenda setting meeting September 10th at 3:30 PM

Next full APC meeting September 20th at 6PM

WINTERBERRY CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE
AGENDA
SEPTEMBER 20, 2007

Board members present:
Community members present:

I. Opening

- A. Social Motto/Ethic by Rudolph Steiner
- B. Song "Yonder come day"
- C. Excitement sharing (open to everyone)

II. Approval of Minutes

- A. Ask for corrections - none
- B. Approved minutes

III. Approval of Agenda

- A. Ask for any additions to the agenda - none
- B. Agenda approved

IV. Community Comments

V. Informational Report

(These reports are given as information sharing. The representative for each group will share the important points. Board members may ask clarification questions regarding the reports. If a conversation about an item is needed, the item must be entered onto the agenda in one of the lower sections.)

- A. Charter School Liaison Report – Connie Bensler
- B. Administrator's Report – Shanna Mall
- C. Budget report:
- D. Winterberry Parent Guild Report (WPG) – Laura Greffenius
- E. Growth Committee – Leslie Mayer
- F. Web site – Marya Pillifant
- G. Faculty Report
- H. Community questions regarding informational reports

VI. Action Items (These are items to be voted upon at this meeting)

- A. Classroom changing/Conflict resolution policy
- B. Battle of the Books
- C. Formation of a sub-committee for charter reapplication

VII. Discussion Items

- A. Lease
- B. Parent Involvement Plan -Shanna
- C. School Action Plan

VIII. Dialogue (Open conversation about an item)

- A. Discipline Policy (see attached)
- B. Traffic Management Plan (see attached) – Sara W.D.
- C. Communication (see attached) – Sara W.D.

Adjourn

Next Agenda setting meeting October 8th at 3:30 PM

Next full APC meeting October 18th at 6PM

WINTERBERRY CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE
MINUTES
SEPTEMBER 20, 2007

Board members present: Leslie Mayer, Franny Hall, Art Harmon, Marya Pillifant, Erin Herzog, Shanna Mall
Community members present: Tina Sammons, Scot Sammons, Della Swartz, Lee Madison-Gravel, Pat Lavin, Sara Wilson Doyle, Julie
Pepe-Phelps

I. Opening

- A. Social Motto/Ethic by Rudolph Steiner
- B. Song "Yonder come day"
- C. Excitement sharing (open to everyone)
 - Shanna – 5th grade handwork class
 - Leslie – First graders applaud after story
 - Erin – Daughter is excited about knitting
 - Art – First grade Russian, learning quickly
 - Marya – Enjoying new families at Winterberry
 - Pat – Exciting to be a new parent here. Has been fun and welcoming.

II. Approval of Minutes

- A. Ask for corrections - none
- B. Approved minutes

III. Approval of Agenda

- A. Ask for any additions to the agenda - none
- B. Agenda approved

IV. Community Comments

Lee – Requesting a reading list for parents. Could be put on the web site. Marya commented that this is on the new web site.

Christina – How feels that the program, battle of the books, fits the school. See attached written comments

Della – Daughter had a good experience the last year with Battle of the Books, even though she was hesitant about it. Feel that if parents and children are interested, the school should allow them to pursue it.

V. Informational Report

(These reports are given as information sharing. The representative for each group will share the important points. Board members may ask clarification questions regarding the reports. If a conversation about an item is needed, the item must be entered onto the agenda in one of the lower sections.)

A. Charter School Liaison Report – Connie Bensler

Nothing

B. Administrator's Report – Shanna Mall

Budget – regarding the janitors and the waxing of the floors. For the common areas would be \$700 for one time, two times a year. The classrooms with tiles, \$1000 each time 2x per year. To maintenance is \$120 every two weeks.

Veggies – would like to purchase two boxes of produce each week, one for each kindergarten, full circle farms maybe

Enrollment – 172 typical at this time of year due to Kindergarten readiness

Parks and Rec – letter from a neighbor to parks and rec service due to overuse of the park/play yard. Have continued to limit play on the hill. Superintendent asked for a plan. Art and Gordon are observing and creating a plan. Possibly older children will help maintain during service work. There is an on-going issue with play space limitations. Need more people to help with longer term solutions. See attached letter.

Library – parent has volunteered to work on it. It is in the entry Amy Limeres.

Faculty – Feeling great

By-law committee – will be held September 24th at 6PM. Anyone is welcome to join.

Donna – She is out for a while until we work out her contract. It is being dealt with administratively with ASD and the Totem union. Charter schools generally have a business manager or accountant.

Community questions

Lee has an alternative vendor for floor waxing. Will share with Shanna.

Sara – The person who wrote the letter to the Parks and Rec is very reasonable. The damage commented on is significant. Unless get water, can not establish plants to secure hillside. Feel that need to have staff in leadership roll on this. Still have grant funding. Can still do some work in October. The labor is about capacity. A few families have been doing it. Need more involvement from others – teachers who use site and APC.

Della – possibly coconut matting

Marya – Need to create a path to turn past outdoor site committee to a new group

Tina – It is a more on-going issue with space and number of children. Pure traffic.

Shanna – Contacting Parks about storing sticks and things

Art – Boat and sand area are helping. Just needs to be more stuff like that. Popular places are clear due to ground wear. Treed areas are popular. Need a climber because we are too hard on the trees. Observed these issues. The three staff members out at recess are working on enforcing.

Tina – Need more options for play

Art – partly due to creativity and openness of children

Shanna – Boredom not an issue this year

Sara – Have a higher power staff coverage at recess this year.

Connie – The superintendent is expecting a response.

C. Budget report:

We are running within budget. Heard back from Ed on lease. Wants 2.08 per foot for increase in utilities. An additional \$10,000 per year.

SPED teacher possibly going to full time

Currently on budget.

Connie – next years budget due at October 18th meeting

D. Winterberry Parent Guild Report (WPG) – Laura Greffenius

Brief meeting last. Too many people out, no quorum.

Laura not present. at APC to report.

E. Growth Committee – Leslie Mayer

- o Next meeting on September 25th 5:30

- o January Community Meeting

- o Building looked at – not really an option

F. Web site – Marya Pillifant

New website going live next week

When released to community looking for feedback

G. Faculty Report – Art Harmon, Leslie Mayer

Art – Faculty talking about a lot of big issues, such as teacher responsibility, discipline. Last meetings focused on training. For differing reasons staff not happy with CLC program at RSC. Everyone interested in pursuing training. Looking for more flexibility. No financial benefit to doing it as a single group. Consensus that what we are doing now is not working. It is hard to get answers from RSC regarding assignments, and program expectations. Individuals had concerns about the knowledge base and coordination of courses.

H. Community questions regarding informational reports

Lee – what is CLC

Art – A community Learning Center. Distance ed group with the Rudolph Steiner College in CA

VI. Action Items (These are items to be voted upon at this meeting)

A. Classroom changing/Conflict resolution policy

Went over changes.

See attached.

Policy passes as written

B. Battle of the Books

Art Had a question. Looked over what Tina wrote and thinking about experience with program. In order to meet the goals of Battle of the Books, do you need the competitive aspect?

Scott It is a book club. Does not build the team building

Tina Lack emphasis on completion and goal. Had a more positive experience with the competition. Message of not letting me do this might be interpreted as a self-esteem issue. Need a goal.

Della Detract from it a lot if not going to the competition. Feels it built up her daughter's skills.

Erin B of B is a good program. Does it fit with us?

Scott Do not understand this.

Erin Own daughter is very competitive and could do and would do. I chose this school to give more of a balance

Shanna Other options have been offered – participate on another school, or have a gathering at school “book club” with mock questioning but not at the ASD level.

Marya I know it is one of the least competitive. But it is still referred to as battle. Fifth grade is where that competition comes into Waldorf education. Not appropriate in 3rd or 4th grade.

Art Why is it appropriate in 5th grade? Traditionally in fifth grade there is an Olympics based on the Olympic ideal in agent Greece with the emphasis on form and beauty. Often different schools are involved together. The

emphasis is on form and personal improvement. When asked a teacher at RSC, she said to hold off as long as you can with competition and B of the B. Steiner speaks not so much about competition, but a lot about the development of the child. Fifth grade is viewed as a golden year, the calm before the storm, before adolescence. The pinnacle of childhood. It is a time when children are thinking about themselves as individuals and what they can accomplish. This change starts after the nine year change. In sixth grade the process continues – more and more of childhood is lost. We believe in the power of play. The children really just want to play. They do not need the competition. Is there a way to hold it a little closer. Wait a little longer, it is not wrong or evil, just wait a little longer. Ultimately they are representing Winterberry. It is not a statement about reading.

Leslie The nine-year –change is about the child becoming aware of the world around him/her in a new way. Children first start to see that the world is not perfect, that there is a lot of bad in the world, and that grown-ups make mistakes as well. For many children this can be experienced as a scary time. I feel it is best to hold off on competitive activities until the child has completed the nine year change, and is more secure in themselves as individuals who are members of a larger community.

Marya – Reading from *Whole Child/Whole Parent* by Polly Berrien Berends

“What is wrong with competition? Competition is a sidetrack, because it changes the subject of an activity from freedom to the false issue of selves against one another. Whereas children at first run and jump for the joy of freedom, when competition and comparison are introduced the subject gets changed to the material self and how we feel; with the competitive motive the subject is changed to how powerful the self is compared to others. Winning/losing, succeeding/failing, trying/not trying, rather than freedom and joy become the major experience and central issue.”

Motion offered by Leslie. 5th grade may participate in the ASD Battle of the Books, while 3rd and 4th grade may participate in informal book clubs based on the books but not compete in the district competition. –

Motion seconded by Erin.

Motion passed

C. Formation of a sub-committee for charter reapplication

Three year charter up this year.

Full board committee.

APC members Melissa, Shanna, a faculty member, open to community, ask the guild.

Motion to form a committee – passed

Connie did research on possibility of requiring teachers to be certified or work on it. Denali – has understanding that have to be Montessori certified. Not official. Paid for training not per diem or other. Union no longer allows this to happen. If voluntary, can still pay what can but not required. To put in charter would have to cover all expenses and per diem. Still has a call in to Union. When think about philosophical lines put them into your charter, such as “no competition until fifth grade.”

Marya – language of “Inspired by Waldorf Education” throughout renewal.

VII. Discussion Items

A. Lease

Ed wants lease extension with no changes, just increase. Erin feels that he reacted to legal language.

Marya – We need to have it written. We need it from a lawyer.

Connie Ask Ed to respond in writing to our renewal language

B. Parent Involvement Plan -Shanna

In the past based on benchmarks, will do again for the first two goals. Next one a parent goal (possible book club), fourth goal community communication (to implement the activation input form)

C. School Action Plan

Same as above

VIII. Dialogue (Open conversation about an item)

A. Discipline Policy (see attached)

Review ASD policy. Is it enough? Due we want something additional?

Connie – ASD policy is strong, good enough

Art - Maybe add “media free” “logo free” policy

Marya – will all review and come back to it

Connie – need definition for “disruptive behavior” Write down things that you are passionate about

B. Traffic Management Plan (see attached) – Sara W.D.

Marya – Thanked Sara for putting it together, good starting point.

Will take back to faculty for input

APC directed Shanna to have kindergarten teachers help with crossing and traffic at the end of the day
Shanna shared a story or a cross mishap on the side walk
Need more enforcement

C. Communication (see attached) – Sara W.D.

Bulletin Board – one for school

Community board– should we censor postings or not? Shanna not comfortable with that role.

School directory out at the end of October, next year try to do it at registration.

School wide e-mail

Governing body reports of work in progress in addition to the minutes for newsletter

Clear communication – not “scatter gun” People know basic info, so communication is more substantive

Activation sheet

Connie – warned against focusing only on written communication.

Anonymous complaints not worth a lot. Do not encourage.

Christina expressed great concerns with communication around large issues.

Adjourn – 8:40 PM

Next Agenda setting meeting October 8th at 3:30 PM

Next full APC meeting October 18th at 6PM

WINTERBERRY CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE
AGENDA
October 18, 2007

- I. Opening
 - A. Social Motto/Ethic by Rudolph Steiner
 - B. Song “Yonder come day”
 - C. Excitement sharing (open to everyone)
- II. Approval of Minutes
 - A. Ask for corrections
 - B. Vote to approve minutes with corrections added
- III. Approval of Agenda
 - A. Ask for any additions to the agenda
 - B. Vote to approve agenda with additions
- IV. Community Comments
(This is for community members to speak on any topic. Please limit input to two minutes. The board will not respond directly to these comments, but will take the input and add it to their considerations.)
- V. Informational Report
(These reports are given as information sharing. The representative for each group will share the important points. Board members may ask clarification questions regarding the reports. If a conversation about an item is needed, the item must be entered onto the agenda in one of the lower sections.)
 - A. Charter School Liaison Report – Connie Bensler
Training requirement possibilities per teacher contract
 - B. Administrator’s Report – Shanna Mall
 - Transportation
 - Communication
 - Enrollment
 - By-Laws
 - C. Budget report
 - D. Winterberry Parent Guild Report (WPG) – Laura Greffenius
 - E. Growth Committee – Leslie Mayer
 - F. Web site – Marya Pillifant
 - G. Faculty Report – Art Harmon, Leslie Mayer
 - Teacher Responsibilities toward school development
 - APC faculty rep
 - H. Community questions regarding informational reports
- VI. Action Items (These are items to be voted upon at this meeting. Conversation between board members)
 - A. Use/renting space
- VII. Discussion Items (Between board members. Chair may invite others with pertinent information to participate)
 - A. Lease
 - B. Charter Renewal – plan to complete it
 - C. By-laws committee
- VIII. Dialogue (Open conversation between board members and community members about an item)
 - A. Discipline Policy – tabled until the faculty can have dialogue first
 - B. Fundraising Policy (Max 30 min)
 - C. George and Donna recommendations
 - Communication among board members (Max 30 min)
 - Expanding the board with new members (max 30 min)

Adjourn

Next Agenda setting meeting November 5th at 3:30 PM

Next full APC meeting November 15th at 6PM

WINTERBERRY CHARTER SCHOOL

ACADEMIC POLICY COMMITTEE
MINUTES
October 18, 2007

Board members present: Leslie Mayer, Franny Hall, Art Harmon, Marya Pillifant, Melissa Janigo, Erin Herzog, Nancy Simpson
Martin

Community members present: Shanna Mall, Christina Sammons, Todd Robicheaux, Julie Pepe-phelps, Lisa Gravel, Megghan Judge,
Laura Simms, Sonja Tobieson

- A. Social Motto/Ethic by Rudolph Steiner
- B. Song "Yonder come day"
- C. Excitement sharing (open to everyone)
 - Shanna – Kittens that the first graders knit, showed them
 - Leslie - Field trip to the museum Watercolor exhibit with first grade
 - Erin – assembly
 - Art – great food for staff meetings from third grade
 - Sonja – willow project
 - Nancy – After issues at home, appreciate community
 - Laura - the web site looks great

- II. Approval of Minutes
 - A. Ask for corrections - none
 - B. Approved minutes

- III. Approval of Agenda
 - A. Ask for any additions to the agenda - none
 - B. Agenda approved

- IV. Community Comments

None

- V. Informational Report
(These reports are given as information sharing. The representative for each group will share the important points. Board members may ask clarification questions regarding the reports. If a conversation about an item is needed, the item must be entered onto the agenda in one of the lower sections.)

- A. Charter School Liaison Report – not present
 - Nothing

- B. Administrator's Report – Shanna Mall
 - Budget – Distributed 08/09 budget based on 169 students and this year's budget. Would like action at next meeting. Only changes are increase in rent and staffing. Place on agenda next month as action item.

Alliance for Waldorf Public Education – would like for Winterberry to join. They acted strongly with legal issues around use of the word Waldorf. Dues are \$5/10 per student per year – about \$800 – \$1,700 dollars per. Will have additional funding after numbers come in. Place agenda for next month as a action item.

Enrollment – K – 15, K-16, 1 -27, 2 – 25, 3-25, 4- 14, 4 – 15, 5 – 19, 6 -10, 7 – 4

Discipline – suspended a student today for possession of a toy gun

Staff – All is great. Had a great working session in the park. It is looking wonderful.

Science committee – Will ask George and Donna to be a part of that when they are here. It would be helpful, since I am not a certified Waldorf teacher. Have information from other Waldorf Charter schools. Will schedule a meeting while they are here.

Bylaw committee – Arthur has provided a draft, passed it out. Committee met a few times. Revisions are common at this stage. What really need is too much to do before our charter renewal. So these are our old by-laws with a few additions - governance to move to consensus between all three (APC, Faculty, WPG) groups, but the APC will prevail. Adds an additional faculty/staff member, from 2 to 3. Presented three fold administrative system to govern. It is a long term goal to have three parts to the "APC" that represent the three bodies. Tasks would be divided based on type, such as curriculum would generate with faculty and then

get passed on to other groups. As a way to get true consensus. Need approval for charter renewal prior to next meeting.

George and Donna – Passed out recommendations from George and Donna to review prior to their visit at the end of the month. Shanna has a sub coming in for the week so she can focus on visit.

Traffic – More staff has worked well over the past few weeks. Gordon and Lois are “enforcers.” The kindergarten teachers are crossing guards. Art stated that there is a difference.

Theatre of Youth – would like to use movement room for after school and summer program. Willing to offer discount to students of Winterberry.

C. Budget report

We are running within budget. Heard back from Ed on lease. Wants 2.08 per foot for increase in utilities. An additional \$10,000 per year.

D. Winterberry Parent Guild Report (WPG) – Laura Greffenius

Got final IRS 501c3 status packet. Elected Birgit Auyoa as treasurer. Dance brought in \$8,500 as profit total, \$900 of it at the door. \$5,000 in guild account, \$13,000 in park fund, \$2,300 school store. WPG is covering the lodging and meals for George and Donna’s visit. Gave each teacher \$300 per teacher for classroom expenses, \$150 per semester. This was easier than dealing with many small requests. Questions about “acceptable” fundraising. Want a policy from the APC to go by. George and Donna will attend the next WPG meeting. Todd – we will have a fundraising meeting on the 29th to make up guidelines. Will submit them back to the APC. Thanked Jane Rihner for being the faculty representative on the WPG.

E. Growth Committee – Leslie Mayer

- Carol Stockard met with Ed and did a “code study.” He feels that making the changes needed to go to the third floor is possible. Ed is willing to do so, with a related increase in rent.
- Our current conditional use permits limits enrollment to 180 students. We can apply for a 10% increase at about \$1,000. If we want to increase beyond that, we must apply for a new permit which involves \$4,000 and a new public hearing process.

F. Web site – Marya Pillifant

Up and going. Staff needs to be trained in putting info on. Software is coming.

G. Faculty Report – Art Harmon, Leslie Mayer

Leslie – Resigning as faculty rep. The faculty has not yet determined who or how the slot will be filled. Will continue as chair of growth committee. Election in February.

Art – Faculty is interested in involvement in curriculum related issue.

H. Community questions regarding informational reports

Laura – Who do you contact if want to put photos up or notice corrections needed. Marya – take it to Paula.

Lora – Is it an option to have an interactive place, chat type place.

Discussed as future development of site. First piece is information to outside community. Next step possibly. Concern with needing a moderator.

Sonya – Staff has had deeper meetings and conversations regarding big issues. Such as faculty responsibilities. Deeper than we have traveled before.

VI. Action Items (These are items to be voted upon at this meeting)

A. Use/rent space

Workshop has 5 to 10 students each. Moving theater and offices downtown from Mountain View. Saturday schedule, conflicts. Dance paid \$35 per hour to rent. Have their own insurance Erin – renting benefits whole school not those who would take class. Nancy -Good PR. Policy about it. Shanna – possible school/business partnership. Just the movement room. Melissa – not make action tonight. Let him come to board and present. Possible partnership. Faculty meet with. Summer think about possibilities. If have a policy in place for movement room. Next meeting dialogue section.

VII. Discussion Items

A. Lease

Do not have a lease renewal yet. Met with Ed Tuesday. Rejected ours, deal killer was termination by tenant. Wants lease to stay the same, without changes except rate increase. Will put in construction notice of thirty days. Mark is going to draft up a counter lease. Will include increases in the life of the lease. Will not freeze rate for the life of the lease. Pass through cost already in the lease. Look into other leases of other charter schools. Happy to do changes for the third floor. Still wants us here. Does not like our adversarial relationship. Still harboring feelings.

- B. Charter renewal plan to complete – Melissa asked Connie if can turn it in by November 5th, she has not responded. School Board meeting on the 12th to present. All is within reach but requires compiling.

Erin – Lease renewal by end of month

Sonya – Special Education section

Erin, Shanna, Donna – narrative, clear and concise about how been fiscally responsible. completely and effectively managed finances.

Enrollment stability – web site and WPG - Marya

Leslie – faculty and Danna and George with Hebrew

Meet 6PM next Thursday the 25th work session – open to community.

Nancy and Marya will come on the 21st to help work on the document with Shanna.

Nancy and Marya after Monday morning task Melissa with independent work.

- C. By-laws committee

see administrator's report

VIII. Dialogue (Open conversation about an item)

- A. Discipline Policy (see attached)

- B. Fund Raising

Shanna represented idea of wrapping paper

Lara – who makes the decision?

Meeting the 29th from 8:30 WPG

Marya – balance, a few with good return

Class fund for 8th grade trip starts in 5th or 6th grade, prior to that it is for the school as a whole

Fit with what we are about

Continue next meeting

- C. George and Donna recommendations

Pick one dialogue item for each meeting from the recommendations.

#10 to dialogue next time

communication

RSVP to all members about attending meetings

Reminder to follow public meetings law

Expanding board

By-laws state 8-11 members – have 7 members

Election process reviewed from by-laws

January three person committee

February elections

No term limits

Do we want to add new members to the board/ If so how many? Do we want to have an election for current seats on the board. If so, which ones?

Will be in the discussion section next meeting. Move to action for December so ready for January to form committee. Form election committee to create form for election by November

December meeting on the 13th at 6PM.

Adjourn 9:45

WINTERBERRY CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE
AGENDA
November 15th, 2007

- I. Opening
 - A. Social Motto/Ethic by Rudolph Steiner
 - B. Song-“Tis a Gift to be Simple”--Marya
 - C. Excitement sharing (open to everyone)
- II. Approval of Minutes
 - A. Ask for corrections
 - B. Vote to approve minutes with corrections added
- III. Approval of Agenda
 - A. Ask for any additions to the agenda
 - B. Vote to approve agenda with additions
- IV. Community Comments
(This is for community members to speak on any topic. Please limit input to two minutes. The board will not respond directly to these comments, but will take the input and add it to their considerations.)
- V. Informational Report
(These reports are given as information sharing. The representative for each group will share the important points. Board members may ask clarification questions regarding the reports. If a conversation about an item is needed, the item must be entered onto the agenda in one of the lower sections.)
 - A. Charter School Liaison Report – Connie Bensler
 - B. Administrator's Report – Shanna Mall
 - Staffing
 - George and Donna: Science, Middle School
 - C. Budget report – **Error! Contact not defined.**
 - D. Winterberry Parent Guild Report (WPG) – Laura Greffenius
 - E. Growth Committee – Leslie Mayer?
 - F. Web site – Marya Pillifant
 - G. Faculty Report – Art Harmon
 - George & Donna
 - APC faculty rep
 - H. Update on Charter Renewal
 - I. APC Election Committee
 - J. Community questions regarding informational reports
- VI. Action Items (These are items to be voted upon at this meeting. Conversation between board members)
 - A. Approve 08-09 Budget
 - B. Approve APWE (Alliance for Public Waldorf Education) membership at \$10 per student
- VII. Discussion Items (Between board members. Chair may invite others with pertinent information to participate. Can evolve into an action item.)
 - A. Board Growth/Development—How many seats and which ones?
- VIII. Dialogue (Open conversation between board members and community members about an item. Can evolve into discussion.)
 - A. Fundraising Policy (Max 30 min)
 - B. Middle School Expansion (Max 30 min)
 - C. George & Donna Recommendation #10—Three-fold governing structure (Max 30 min)

Adjourn

Next Agenda setting meeting December 5th at 3:30 PM (Wednesday)

Next full APC meeting December 13th at 6 PM

WINTERBERRY CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE
MEETING MINUTES
NOVEMBER 15, 2007

I. Opening

- A. Social Motto by Rudolf Steiner
- B. Song: 'Tis a Gift to be Simple
- C. Excitement Sharing: children speaking Russian at home, singing in rounds at home, George and Donna's visit in the classroom and George's vast background in Special Education.

II. Approval of Minutes

- A. Correction to last regular meeting minutes in enrollment numbers. Grade 2 should read 25 students. Overall enrollment number for budget 08-09 should read 185.
- B. Consensus to approved corrected minutes.

III. Approval of Agenda

- A. Add approval of staff position on APC.
- B. Consensus reached on agenda with addition.

IV. Community Comments

- A. Dave Swartz shared that in a Fairbanks Charter school the eighth graders do an interesting project. The students consider their education by reflecting and looking forward. If they have an interest in a career, they go visit a person in that career and have a first hand look at a particular career. The student may take with them additional information about that field as they further their education. A written report is included as part of the project.

V. Informational Report

- A. Charter School Liaison Report-Connie Bensler was pleased to report that required plans have been submitted. Connie hoped that the renewal is going well. School Board meeting is December 17th. Be prepared to explain any big changes we are asking for.
- B. Administrator's Report: Enrollment: 167 students, 15 in each K, 26 in 1st, 25 in 2nd, 25 in 3rd, 28 in 4th, 15 in 5th, 13 in 6/7th. We have had several students move away and one 7th grader is home-schooling. George and Donna were wonderful. Shanna appreciated their contributions to the science committee, as they have taught science. In regards to middle school, they said if you commit to something then give it your all. How can we work with some of the challenges? Shanna is still working on the charter renewal with the APC. It will be done after Thanksgiving. Shanna went to a collaborative counseling conference along with two other teachers. The training focused on appreciating the wonderful qualities of the child, then working with the child. Start with the basics and build a strong foundation on which to work. The featured teacher was Kim Jon Payne an Antioch professor. The "highly qualified" teacher status paperwork is nearly complete so that all teachers have a plan in place to become highly qualified. Charter School Conference at Rudolf Steiner College 1-18-1-20. Shanna will attend along with at least one teacher. It would be great to have any other interested individuals. Shanna would like to add for sometime in the future a dialog item of health education.
- C. Budget
- D. WPG: They enjoyed George and Donna's visit. They are considering changing the By-Laws to include one parent from each class. George and Donna recommended a formal new-parent orientation, committees with clear vision and regular community forums.
- F. Web site: Monica, the web designer, is donating her services in updating the website with the current newsletter. When our software arrives and we will update it ourselves.
- G. Faculty Report: Art Harmon reported that at the meeting two weeks ago they discussed that the faculty will put forward someone to fill the APC seat with their approval. Two faculty members were interested. By-Laws require that the APC formalizes the new members with a vote. The faculty enjoyed George and Donna's visit, especially at the faculty meetings where they were excellent facilitators. They were very accessible to the teachers and they look forward to their visit this spring.
- H. Charter Renewal: Shanna has been receiving the assignments from the committee and it is coming along. Any significant changes to charter are subject to a 30 day public comment notice. Major changes include changes to curriculum, etc.
- I. Election Committee: Art reported that the committee met. Minutes distributed. The potential election process was discussed. Nonominations, just write a letter of intent. Two questions remain, how many individuals to add at this time and how many votes (one per parent, child, household, family)? Connie said that charter schools agonize over voting often not too many people vote. Dave recommended inviting new members to go to training. Todd asked if the committee had considered having representation from certain sectors of the school such as a K-1 seat, etc.
- J. Community questions regarding informational reports. Dave asked about the 180 students and the budget set at 185. Connie stated that charter schools often have a maximum number in the charter which is usually more than your maximum of your building.

VI. Action Items

- A. Approve New Faculty Members: Art reported that the faculty put forth Sonja Tobiessen and Alicia Besh as our new members. All in consensus.

- B. Approve Budget for 08-09. All in consensus.
- C. Approve APWE. All in consensus.
- D. Major changes to charter. Change charter renewal maximum to 230. There are no plans to increase the school to that size ,but it is an administrative issue so as to not go into a breach of contract with ASD. Shana will post in web site.

VII. Discussion Items

- A. Board Growth/Development-How many seats and which ones? Discussion about how many members. By-Laws indicate 9-11 members. Board has already grown with one additional faculty member. Connie said that larger boards can be more difficult to manage. Grow your board slowly, not just grow it to have a large board. Consensus to grow the Board to nine members and discuss further growth again in one year's time (October 2008 meeting). Discussion about how the faculty is voted in, by the faculty only or full school vote. Our by-laws indicate that the vote is school-wide. The board would like to change the voting from what was proposed. The new proposal is for one vote per guardian (as in the school's computer (SMS)) instead of what is in the by-laws which is one per family. The next step is to post publicly that for voting in February that we will have a change in by-laws.

VIII. Dialog

- A. Fundraising Policy: Table until next meeting.
- B. Middle School Expansion: Shanna reported that George observed and his impression of middle school is that we need more children. We currently have 13. George talked about more space for older kids (bigger in size) and needing other curriculum equipment. Perhaps move storage to upstairs to have more classroom space in current teacher's lounge. George recommended a process for adding more kids for the upper grades successfully. This includes a plan to fully inform parents about what the education in those grades includes (knitting, painting, etc.) (keep 3 eighth graders and add additional 7th graders to make 20 students total). Connie recommended that we do some surveys about the interest in middle school. Melissa will draft a survey for parents.
- C. George and Donna recommendations: tabled
- D. Board Retreat: Table the discussion about Lisa Gravel's kind offer to lead a retreat.

Next meeting, Thursday, December 20, 2007 at 6pm

About Our School

“Waldorf education addresses the child as no other education does. Learning, whether in chemistry, mathematics, history or geography, is imbued with life and so with joy, which is the only true basis for later study. The textures and colors of nature, the accomplishments and struggles of humankind fill the Waldorf students' imaginations and the pages of their beautiful books. Education grows into a union with life that serves them for decades. By the time they reach us at the college and university level, these students are grounded broadly and deeply and have a remarkable enthusiasm for learning. Such students possess the eye of the discoverer, and the compassionate heart of the reformer which, when joined to a task, can change the planet.”

Arthur Zajonc, Ph.D., Associate Professor of Physics, Amherst College

Who We Are

Winterberry is an arts-integrated K-7 public school inspired by Waldorf educational methods that meets State of Alaska and Anchorage School District curriculum standards. Winterberry was founded by parents dedicated to making this educational environment available for all interested Anchorage families. Our program is designed to promote the growth and development of the whole child – head, heart, and hands.

Our Mission

Our mission is to nurture and promote the development of healthy, responsible and creative human beings. Our aim is to provide a holistic learning environment and demonstrate that all children are natural and inspired learners who can achieve. Inspired by Waldorf educational methods, our integrated curriculum seeks to provide each student with meaningful, hands-on, developmentally appropriate experiences that inspire learning and personal growth.

2. Law Provisions

Fourteen Provisions: AS 14.03.255. Organization and Operation of a Charter School.

(a) A charter school operates as a school in the local school district except that the charter school (1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements; (2) is exempt from AS [14.14.130](#) (c); the principal of the charter school shall be selected by the academic policy committee and shall select, appoint, or otherwise supervise employees of the charter school; and (3) operates under the charter school's annual program budget as set out in the contract between the local school board and the charter school under (c) of this section. A local school board may exempt a charter school from other local school district requirements if the exemption is set out in the contract. A charter school is subject to secondary school competency testing as provided in AS [14.03.075](#) and other competency tests required by the department.

(b). A charter school shall:

1. keep financial records of the charter school;

Winterberry Charter School will hire an additional individual, on a contract basis, to keep the school's financial records. This person will prepare the yearly budget with the principal for timely review by the APC.

2. oversee the operation of the charter school to ensure that the terms of the contract required by (c) of this section are being met;

The Academic Policy Committee will select a full-time principal. The administrator will possess a current Alaska Type B Administrative Certificate, a Waldorf Administrative Certificate, or a certified teacher in the process of obtaining such certification. Additionally, the principal will be selected based on experience, vision, and commitment to the principles of Waldorf education.

3. meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and

The Winterberry Charter School's Academic Policy Council (comprised of parents, teachers and administrators) 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. The APC will meet a minimum of two times each month; the second Monday of each month shall be an agenda setting work session followed by a full meeting on the third Thursday of each month unless otherwise agreed upon by the full APC. One of the standing committees of the APC 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.

4. meet with the Academic Policy Committee at least once each year to monitor progress in achieving the committee's policies and goals.

Our proposed plan is to meet yearly, in February, to monitor progress in achieving the committee's policies and goals. During the second semester of each year we will also hold an all school community meeting/public forum to assess where we have come and where we are going.

- (c) A charter school shall operate under a contract between the charter school and the local school board. A contract must contain the following provisions;

1. a description of the educational program;

Winterberry Charter School will provide an innovative program aligned with the Alaska Stated Standards, 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 inspired 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. Teachers may select and propose adoption of supplemental curriculum to be approved by the APC. As of November 25, 2007 this supplemental curriculum included *Paths of Discovery*, *KEY Mathematics*, and *Live Education*.

2. specific levels of achievement for the educational program;

The Winterberry Charter School's Academic Policy Council 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 standing committees of this board is the Legal Compliance Committee (LCC). This committee will be responsible for tracking overall school performance as it pertains to ASD standards and use gained information to create the School Action Plan (SAP) and the Parent Involvement Plan (PIP). 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.

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 tests 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 tests 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.	State mandated tests 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. Winterberry Charter 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.	State mandated tests 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, wet-on-wet 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
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 SST Meetings Child Study Insights
Leadership & Citizenship	Community service (helping in the classroom, the school, at home and volunteering in the community).	Teacher assessment Portfolio Exhibits

Whole Child Curriculum

The Whole Child Curriculum based on the Waldorf educational approach at Winterberry Charter 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:

WCS 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. WCS 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 WCS. The class teacher is not the only teacher the pupils see each day. Specialist teachers teach foreign languages, music, games and movement, and 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. WCS 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.

WCS 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 WCS 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, WCS 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 orient 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 WCS 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:

- 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.
- 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.
- 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. Teamwork and problem solving will be practiced and the school community as a whole will work to reflect these principles.

(12) The Continuous Learning Community:

Winterberry Charter 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 WCS 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 Winterberry Charter 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.

The Grades in a Nutshell

The curriculum at a school inspired by Waldorf methods can be seen as an ascending spiral. Every day a strong foundation is laid for future learning, and every day children learn optimally as teachers build on the previously instilled foundation and love of learning.

K - In kindergarten, a foundation is laid for academic study. Young children gain experience and develop relationships with learning primarily through structured play and free creativity. Children play at cooking; they sing, paint and color; they model beeswax and build houses out of boxes and fabrics. Through songs, poems,

puppet shows, and stories, youngsters learn to enjoy language, as they learn about relating with others. To become fully engaged in such work is the child's best preparation for learning and life. It builds powers of concentration, interest, and a life-long love of learning. When children enter first grade, they are eager to explore further the world of experience they had learned to identify with and imitate in kindergarten.

1st - With their physical bodies now basically developed, children are ready to begin work with their minds. In first grade, children begin to “see” pictures, “hear” stories and “divine” meaning at conscious levels; they also become more able to imagine and think actively. At this time teachers—who progress through three grades with their students—create a “rhythm” for students’ school lives that will continue in core learning areas through all the grades:

Language Arts - Story telling and fairy tales are used to help children master alphabet shapes and forms.

Mathematics - The qualities of numbers, and exploration of whole, natural objects are used to introduce counting. Arithmetic concepts are introduced through choral speaking, stepping and clapping.

Music – Use of the pentatonic scale and simple flutes, as well as songs based on seasonal themes provide early exposure to harmony, finger coordination, concentration and breath control.

Knitting –Knitting is an indispensable tool for helping to strengthen eye-hand coordination and to enhance children’s ability to concentrate and perceive patterns, particularly at this age when the brain is still developing.

Art – In first grade, children directly experience color by painting with watercolors (wet on wet technique). They use beeswax to express feelings, and follow teachers’ work to learn about basic forms.

Foreign Language – Aside from English, at the WCS youngsters have the opportunity to begin hearing and speaking Russian beginning in grade one. As the school grows it is the intent to add a second foreign language so that children will be introduced to myriad sounds and language systems. This early introduction to a second language comes at the ideal time in a child’s development.

Science – Nature-oriented lessons are taught through outdoor experiences, animal stories, and observation of seasonal changes.

2nd - The teacher who progresses with students from 1st to 2nd grade is completely aware of pupils’ previous learning experiences and can build step-by-step on shared foundations. Young children, who are sensitive to change, enjoy the security of knowing one teacher’s personality and methods intimately and thoroughly. The second grade child is like a butterfly who has just emerged from the chrysalis and sits upon the leaf waiting expectantly for new wings, poised for flight.

Language Arts – Literature from many cultures creates natural incentives for second graders to strengthen their reading and writing skills. Studies in one of two foreign languages are continued.

Mathematics – Imaginative stories are used to illustrate addition, subtraction, multiplication, and division. Rhythmic counting by 2’s, 3’s, 4’s and 5’s, and early multiplication tables are internalized through use of whole body movement and artful number tables. These basics, which kids need draw on many times over their lifetimes, are deeply and positively engrained by such methods.

Art – Crocheting is introduced, and children undertake useful, beautiful textile handwork projects. Musical instruction expands on earlier learning and includes singing and flute lessons.

Science – Observation skills are strengthened through outdoor experiences and lessons about growing and living things, natural processes, and seasonal changes.

3rd - Many Waldorf teachers refer to 3rd grade as the “Crossing Point”. The third grader begins to feel independence and begins actively to question their surroundings and feelings. Nine year olds need to achieve new forms of inner security and techniques for coming to terms with their emotions. Third graders are thus helped to form new relationships with nature through gardening, with a sense of history through the study of ancient civilizations, with others through building experiences, and with themselves through more focused studies in drama, music and grammar.

Language Arts – Study of grammar awakens children’s awareness of verbs—words that are doing, naming or describing. Studies of ancient civilizations begin, raising concepts such as battles between good and bad, us and them. Studies in two foreign languages are continued.

Mathematics – Study of math remains physically connected through practical measurements of length, volume, time, weight, money and music. Children measure and weigh many things, and advance their understanding of the usefulness of mathematical tools and concepts.

Art – In music, round singing and flute recorder are emphasized. Drama is introduced, which, along with music allows for lively relationships with the teacher and each other.

Science – Gardening and outdoor activities provide realistic windows for observation and understanding the natural world, seasonal cycles, earth processes, and ecosystem dynamics.

4th - Stability and strength are characteristics of the fourth grader. The “hero” emerges through literature at an age when miraculous feats capture children’s attention. At the same time, the human qualities, the emotions, and life’s struggles and confrontations are emphasized.

Language Arts – Grammar composition, writing, Norse mythology and studies of heroes are emphasized along with narrations of children’s own experience. Foreign language studies are continued.

Mathematics – Complicated form drawing is introduced, along with fractions, wholes and parts, and decimal divisions of numbers. Students’ knowledge of basic mathematical rules and concepts is explored and enhanced.

Art – Stringed instruments are introduced, and at this age singing in rounds and harmony are emphasized to demonstrate a child’s developing individuality and ability to hold her own within a group of others.

Science – Comparative studies of human beings and animals, and continued honing of observation skills produce very important lessons at this age.

5th - The fifth grade curriculum builds on well-established foundations. At the same time, it introduces new elements to take full advantage of the rapid learning and greater depth of interest that are the hallmarks of this age.

Language Arts – Study of language and literature continues, with focuses on poetry and humans’ use of symbols including hieroglyphics. Foreign language study continues.

History – This area expands to become a main lesson subject. Learning about ancient history (Persia, Mesopotamia, Egypt and Greece) helps students to understand the deeds and strivings of mankind and to connect with their own humanity. Studies in American geography begin.

Mathematics – Geometry is introduced, and lessons in fractions and decimals continue.

Art – Regular choral singing continues and students form an orchestra. Woodworking and knitting are emphasized, while painting continues

Science – Study of Earth’s physical features is linked with how human life has been lived in northern regions. Botany becomes a key area of study, too, as students learn about and compare local plants with those in other parts of the world.

6th – Sixth grade is the gateway to pre-adolescence and idealism. With students’ increasing awareness of their physical bodies comes the right time to study the physical body of the earth.

Language Arts – Language and literature studies continue, with emphases on grammar, public speaking and writing for practical purposes, such as business letters. In their foreign language studies, students begin reading simple texts, humorous stories, and translations.

History – The transition from ancient to early modern history is relevant to the sixth grader, who is also in transition. Greek and Roman history and accomplishments effectively match the 6th grader’s “I can do anything!” attitude.

Mathematics – Percentages, ratios and geometry are key areas of study.

Art – Students begin to sing in two-and three-part choruses. Instrumental playing advances. Knitted animals and woodcarving are emphasized.

Science – Lessons in botany and biology concentrate on more formal study of flora and fauna. Geology is introduced as students learn about minerals, metals, gems, crystals, and the earth’s configuration. Study of Earth’s oceans and climates further help students to understand nature and our planet.

7th – Seventh grade continues the study of the physical body of the earth, broadening and deepening their understanding. It is also a time where students begin to look inward at the physical processes of the human body. Across this year’s blocks exploration of the outer world is balanced with introspection and reflection.

Language Arts –

Literature studies include lyric poetry, historical novels, adventure stories centering on the Arthurian legends and voyages of discovery. Continuing work on biographies, creative writing, research papers, early play

writing, and forms of poetry. Students explore metaphor and imagery. They learn the craft of letter writing for different purposes – bank managers, eyewitness accounts, factual summaries, commentaries, notes, e-mail, etc.

History – History from 1400 to Renaissance, biographies, African and European geography. History of European Explorations, invention of printing, the Renaissance, birth of modern science, Joan of Arc, Martin Luther, de Medicis, Thirty Years’ war, the Plague.

Mathematics –

Beginning in 7th Grade and continuing into 8th Grade, pupils create order with the strength of their new ability to experience internal logic. This is exemplified in algebra. Work in geometry is linked to history through the study of perspective drawing, which was first used during the Renaissance.

Art – Perspective drawing, ink brush and pen, continue with veil painting. Free drawing. Sphere, cone, etc. drawn as spatial solids. Handwork lessons can include the following: leatherworking, weaving, carving and making wooden toys and boxes.

Science – In the 7th Grade, the physical science curriculum continues with the study of Light/Optics, Acoustics/Sound, Heat, Magnetism and Electricity. The 7th Grader, in addition to experiencing phenomena and then reflecting on the experience, also asks “how has the phenomena arisen and how does it work?” Students experience blocks on Mechanics, Inorganic Chemistry, Physiology, Health, Astronomy and Computer Science. In addition, students learn the biographies of great scientists to show how science is set in a historical context and how determined individuals pursued their fascination with phenomena.

8th – Eighth grade is a year of culmination and preparation to move on to high school and beyond. The students are led to bring together what they have learned into a meaningful world picture in which the human being as a striving ethical being has central significance. They should also be ready to work independently. With these goals in mind, the yearlong 8th grade project challenges the students to bring all their skills together under a theme that captures their individual interest.

Language Arts – Shakespeare, epic and dramatic poetry, continue literature, grammar, spelling, essay writing, business and practical writing, write skits and short plays. The eighth grade project demands polished research and reporting skills.

History – 1700's to present, biographies, American history, Geography of Asia, Australia and Antarctica. Pilgrims, the Constitution, Civil war, Gandhi, Nightingale, Red Cloud, Wounded Knee, Industrial Age, child labor, newer technologies, WWI.

Mathematics – Work on linear and freehand perspective, as well as on rotations and transformations of shapes and solids, continues the study of geometry. Work in Algebra continues also, with students using formulas in a variety of practical areas, such as calculating speed, simple/compound interest and mechanical advantage.

Art – Black and white drawing. Continue with painting. Detailed copies. Sculpting figures with dramatic gestures. Handwork classes can include work with sewing machines, making costumes for plays, building a clay bread oven, building a teepee, making a picture frame and designing and building a skateboard ramp.

Science – If the key question in 7th Grade was “How,” the questions in 8th Grade are “Why” “Where” and “Who.” Why does this process occur? Where in the world does it happen? Who found a way to apply it? In

Physics, Acoustics, Optics, Heat and Electromagnetism are pursued further and are taken up through their practical application as founded in the industrial and technological revolutions. Studies in Hydraulics, Hydrostatics, Meteorology and Aeromechanics are introduced. Work in the Life Sciences, or Physiology, continues with a study of the skeletal and muscular systems (particularly the form and function of the spinal column and its relationship to uprightness), as well as the inner working of the eye and ear. The nervous and reproductive systems are also taught. 8th Grade students learn to build a simple computer and continue their understanding of the basic science of computing.

Student Achievement

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.

When applicable, Winterberry Charter School staff will conduct Student Success Team (SST) meetings that include the parents, teachers, and other individuals who are part of a particular child's support network in order to help improve performance. We are especially committed to working with such students in order to keep all students together with their peers of the same age group. The Waldorf based Whole Child Curriculum approach avoids retention or skipping a grade for purely academic reasons. However, because the curriculum is developmentally based it is crucial that all children are developmentally ready to begin grade one. This may mean that the family is offered the opportunity to keep their child in Kindergarten for a second year to allow the child to fully mature before moving on to focused academics. The final decision always belongs to the family and our teachers will work together with families to choose what is best for each individual child. Below is an example of the SST form created by Kim John Payne, M. Ed. and used by WCS staff:

The Student Success Team Meeting Overview **(Sent to Participants PRIOR to SST meeting)**

Welcome to this overview. This process has been a cornerstone of our practice in further building a "village" around a child. Our aim is to create a warm, trusting and simple environment around the child so his or her resiliency will be ever more strengthened.

Usually present are the Parent(s) or Guardian(s), Teacher(s), and the Facilitator. If a child is receiving extra help, the helper is warmly encouraged to attend. If a supportive friend of the parents and/or a grandparent can be present it is also very helpful. This is our village and we welcome you all.

Preparation:

So that you can see our process you have been sent this overview. The facilitator will, or already has, contacted you to briefly walk you through the meeting. We wish to shape our meeting to your needs so in this preliminary conversation you will be asked about your hopes and concerns for the upcoming gathering.

THE MEETING:

OVERVIEW (10 minutes approx.)

- Welcome and introductions.
- Simple Overview of Process.

- Looking Back (e.g. remembering other meetings/conversations held)
- Preview. In this meeting we will.....
 - Explore areas where simplifying might be possible and areas where we can build on success.
 - Make a “do-able” simplification plan.
 - Meet up again in 6 – 8 weeks to see how things are going.
- What are our hopes for this meeting?
- Notes are being taken so we can look back next time we meet. A copy will be given to everyone present. They are not for the child’s permanent file.

OBSERVATIONS (20 minutes)

We will develop a picture of the child in the care environment and home life with emphasis on when in the daily rhythms do these qualities display themselves.

In the home....

Areas of Success Challenges

In the school...

Areas of Success Challenges

MOVEMENT – Reflection – Change (15 minutes)

Ideas are brainstormed.

- How can we build on what is already working and is rhythmical and simple?
- Having targeted two or three simplicity strategies we may do a “Imagined Outcomes” exercise where we explore what we can look for if these changes are made?

REALITY – Practicalities (15 minutes)

- We will prioritize ideas and place them on the time line.
 - What seems possible now and what is more possible in the future.
 - Organize a time to meet in 6 – 8 weeks.

Notes from a Student Success Team Meeting

Date:

Present at this meeting:

Notes taken by:

1. Overview

Hopes for this meeting: (5 minutes)

Each person’s hopes are noted.

2. Observations

General Observations: (20 minutes total)

A picture of the home and school life with emphasis on when in the daily rhythms do these qualities display themselves.

At Home:
Areas of Success.

Challenges
At School:
Areas of Success.

Challenges

Extra Help/Therapeutic Environment:
Areas of Success.

Challenges

3. Movement

#3 Part One: “What if...?” (15 minutes)

Is this part of the meeting we try to will brainstorm ideas to build on the strengths and address the challenges.

At Home:
happen?

Who will help this
(initials beside idea)

In School:

Extra Help:

#3 Part Two: Imagined Outcomes: (5 minutes for brief statements)

Now we take a brief moment to consider how the home or classroom will be if these challenges are not made and alternatively if these changes are put into practice.

Without changes...

With changes...

School:

Without changes...

With changes...

4. **Reality** (20 minutes total)

What is the most “doable” of these ideas?

What support do you need to make this happen?

(e.g. phone numbers, referrals, regular brief check-ins?)

Have we moved in the right direction to fulfill your hopes for this meeting?

Each person’s hopes are reviewed by the facilitator.

Time Line:

Place the targeted changes on the time line.

WKS:1234..... 5..... 6.....

Date of follow up Meeting is:

Initialed: (Teacher)

Parent(s) or Guardian(s)

Other helpers

Exceptional Students

Winterberry Charter School will ensure that each individual student’s needs are met and that all students will be challenged to achieve their potential. Inherent in the Waldorf Methods based curriculum is the opportunity to stimulate each child’s learning needs. Students who show high ability in one area will be provided with enriching activities within the classroom. The activities will focus on expanding the student’s course work, divergent thinking, analysis and logic providing them with the opportunity to lead and be lead. Every effort will be made to offer extra-curricular activities to meet these student’s needs taking in mind also balancing the student’s skills across the curricular disciplines. The student who may exceed in one area (math), may show challenges in

another (handwork skills), the goal of the Waldorf-Methods curriculum is to bring a balance of these skills within the student's abilities. Battle of the Books is offered on a competitive level beginning in grade five. Students and families in other grades are encouraged to read and discuss books together and are able to conduct book clubs on site after school. Student in grades four and up are able to work on the school newspaper *Winterwords* a monthly, student-generated publication. Parents and staff have also offered after school activities including puppet making workshops and singing. Our staff continues the dialog regarding after school movement clubs including cross country running, skiing, and soccer.

Special Education Plans

Winterberry Charter 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.

WCS recognizes the importance of providing educational opportunities to all students regardless of physical challenges or special needs. To that end, WCS pledges to work in cooperation with ASD. WCS will adhere to all laws effecting individuals with exceptional needs, including all provisions of PL 94-142 of the American 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. WCS will not discriminate against any student based on his or her disabilities in accordance with Free, Appropriate Public Education (FAPE).

WCS 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 WCS will be employees of WCS or ASD. A WCS 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 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.

Students with Exceptional Needs

Winterberry Charter School (WCS) intends to function as a “public school within the Anchorage School District that granted the charter”. As a school under the umbrella of the ASD, WCS will adhere to the federal and state law put forth for special education by providing Free Appropriate Public Education (FAPE), Least Restrictive Environment (LRE), Disability, Special Education, and Related Services. WCS will be responsible for following the ASD special education procedural guidelines for 1) referral, 2) identification 3) evaluation and, 4) development and implementation of the Individual Education Plan (IEP). WCS will use the ASD criteria for determining student eligibility of services. At the time of the eligibility meeting or admission of a special needs student, the special education team will decide whether the students needs can be best met at Winterberry Charter School or may be better met through another program within the ASD.

Fiscal Responsibilities for Special Education Issues

WCS has elected to be a public school within 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 WCS. WCS will be responsible for providing its own special education services and instruction to the students it serves. WCS 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 WCS the student will receive these at their own neighborhood school. WCS will hire a part time special education teacher and a full time teacher assistant. WCS 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. WCS will participate with ASD in order to facilitate due process procedures whenever necessary.

3.Admission Policy and Procedure;

Calendar and dates:

Winterberry Charter School will submit their calendar to the state each year and will include three Saturday schools to accommodate our yearly harvest event, Winter Fair, and our end of the year Spring Field Day.

Student eligibility criteria:

Winterberry Charter 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.

The application procedure and timelines for admission will be the same as that of alternative programs in 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 Winterberry Charter School and the understated preferences, shall be determined by ASD lottery process. The following will be given preference for admission to the school:

- 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 Winterberry Charter School, all parents will be asked to read the parent handbook and agree to the terms that are identified in the handbook. In addition, students desiring

entrance into grades 4-8 will be asked to attend an additional enrollment meeting prior to entering school where the program will be explained in detail and families will be asked to commit to supporting their student(s) further develop areas of curricular weakness.

Winterberry Charter School will request support of the following, as well as other requirements:

- ∞Encourage active support of the school through volunteering their time and/or other resources.
- ∞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.
- ∞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 Winterberry Charter 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.

4.Administrative Policies;

Winterberry Charter School has adopted all ASD administrative policies and regulations. In addition we have also adopted the following school specific policies:

Winterberry Charter School Marketing/Solicitation Policy

Intent

Winterberry Charter School wishes to preserve parents' rights to choose what their child is exposed to.

Policy

Winterberry Charter School will restrict the direct marketing of commercial goods, the solicitation by fundraising campaigns, and the recruitment for participation in organizations to those activities, events, and sales which are sponsored by Winterberry Charter School.

Procedure

In no situation may written material or classroom presentations be delivered to students from outside groups, businesses, or organizations that intend to sell a product or recruit participants.

With the approval of the administrator, outside groups may market or solicit to parents through the Winterberry newsletter, parent informational meetings, or written material distributed directly to parents, or to students at the request of their parents.

When considering approval for the above procedure, the administrator will consider the following:

- ∞ Alignment with the Winterberry Charter School's Whole Child Curriculum,
- ∞ Overall benefit to the school,
- ∞ Expressed parent interest, and
- ∞ Expressed faculty interest.

All marketing and solicitation directly to students for Winterberry sponsored activities and fundraising, must be approved by the administrator.

Winterberry Charter School Re-enrollment Policy

Intent

Children leave Winterberry Charter School for various reasons. If a family chooses to re-enroll in the School, it must be determined that the issues which lead to the original un-enrollment have been resolved.

Policy

If a past Winterberry student wishes to re-enroll in Winterberry Charter School, the administrator has the discretion to determine if re-enrollment is in the best interest of the school as a whole.

Procedure

In every re-enrollment situation, the family will meet with the administrator prior to registration.

The administrator will make a decision/ recommendation based on the following criteria:

- ∞ the special education enrollment policy,
- ∞ safety and security concerns,
- ∞ student's attendance history,
- ∞ student's over all success during past enrollment,
- ∞ the family's commitment to addressing school concerns.

After meeting with the family and conferring with faculty, the administrator may recommend one of three actions; 1) against re-enrollment, 2) in support of re-enrollment, or 3) re-enrollment contingent upon a written contract with the family.

In the third situation above, the written contract will define what is expected of the family and the school in order for the re-enrollment to continue. It will describe a timeline and action to be taken by the school if the contract is not met.

Winterberry Charter School Conflict Resolution Policy

Intent

Winterberry Charter School holds the health of its over all community, including the strength of the relationships that make up that community, as an essential piece to providing an education for the whole child. This policy intends to create a process for conflicts, disagreements, and concerns to be addressed openly, respectfully, and fairly, resulting in a stronger community.

Policy

If parents have a request, concern, complaint, or need for clarification around something that is happening in their child's classroom they will first approach the teacher who is instructing the particular class. If they are not able to find resolution directly with the teacher, or if due to the extenuating nature of the concern are not able to approach the teacher, they may bring the concern to the administrator. The Advisory Policy Council (APC) addresses issues of school program and curriculum. It is not the role of the APC to intervene in individual teacher/student relationships.

If a parent has a concern regarding the overall structure and running of the school, they may bring it directly to the administrator without first addressing the concern with their child's individual teacher.

Procedure

Concerns, complaints, or clarification regarding a child's classroom experience

1. Directly tell the teacher of the issue through a phone conversation, e-mail, or in person.
2. Schedule a meeting to discuss the issue in person with the teacher.
3. If resolution is not found, make written contact with the administrator.

Concerns, complaints, or clarification regarding the over all school

1. Directly inform the administrator of the issue through a phone conversation, e-mail, or in person.
2. Schedule a meeting to discuss the issue in person with the administrator.
3. Submit a written description of the concern to the administrator.
4. If resolution can't be found, parent may address an individual board member in writing. The board member will bring it before the full board at an agenda setting work session. The board will decide at that time if they choose to take it up and add it to the agenda for a future full board meeting.

Special Situations

Request to change classes – In general, once placed in a class, students at Winterberry Charter School stay in that assigned class. Changes between classes are only permitted under extenuating circumstances and at the discretion of the administrator.

Concerns/clarifications about the curriculum - Winterberry Charter School follows a Waldorf Methods curriculum. There are many different interpretations regarding what constitutes a Waldorf program. Winterberry Charter School is committed to training its teachers in the Waldorf method through established and reputable Waldorf Teacher Certification programs. Due to the nature of Waldorf education and the freedom it allows its teachers to design lessons that meet the individual needs of the children in any particular class, no two "Waldorf" classrooms will look exactly alike. Parents are encouraged to speak directly with their child's teacher regarding questions and concerns about the curriculum.

5. a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget;

Current Operating Budget

FY2007/08 Executive Budget Summary

Revenue and Support:



ANCHORAGE SCHOOL DISTRICT CHARTER SCHOOL FUNDING PROJECTED FY 0708

	Projected FY 0708 @ 3.64% & \$5,380
Student ADM	165.00
School Size Factor [1]	234.30
Adjusted ADM	234.30
Times: Special Needs Factor	1.2
Total Adjusted ADM	281.16
Times: Student Allocation	\$5,380
Full Implementation	1,512,641
Plus: Quality Grants - \$16/Adj. ADM	4,499
Less: Indirect Cost	3.64% (55,224)
FY 0708 Funding - State/Local:	1,461,916
One-Time School Improvement Grants (\$162.24 per ADM)	26,770
Total State/Federal/Local Funding (Full Implementation):	\$1,488,686

Funding per Student: **\$9,022**

[1] Applied to largest school in district if <150 ADM

Expenses:

Personnel (Includes Salary and Benefits):

Kindergarten through Grade 7 (9 full-time & 1 part-time)	663,000.00
Special Education Teacher	62,000.00
Personal Leave – Certified/Classified	10,000.00
Substitute:	50,000.00
OT/PT/Nursing Services	25,000.00
Special Activities Agreements: 20,000 ¹ (Movement & Mentors)	

¹ The figure is subject to the amount of the various negotiated special activity agreements.

Teacher Asst (3 full-time & 1 part-time):	115,500.00
Administrator:.....	97,500.00
Administrative Assistant:.....	40,500.00
Personal Services Contract (Accountant):.....	24,000.00
Registration/Membership Fees.....	50,000.00
Rent, Parking & Utilities:.....	260,800.00
Liability Insurance.....	12,500.00
Travel out of District	6,866.00

<i>Materials/Supplies:</i>	
Classroom Material.....	30,000.00
Office Materials & Equipment.....	20,000.00
Health Supplies	1,020.00

Total: **\$1,488,686.00**

Proposed Budget

FY2008/09 Executive Budget Summary

Revenue and Support:



**ANCHORAGE SCHOOL DISTRICT
CHARTER SCHOOL
FUNDING
PROJECTED FY 08/09**

	Projected FY 08/09 @ 3.64% & \$5,480
Student ADM	185
School Size Factor [1]	255.90
Adjusted ADM	255.90
Times: Special Needs Factor	1.2
Total Adjusted ADM	307.08
Times: Student Allocation	\$5,480
Full Implementation	1,682,798
Plus: Quality Grants - \$16/Adj. ADM	4,913
Less: Indirect Cost	3.64% (61,433)
FY 08/09 Funding - State/Local:	1,626,278

One-Time School Improvement Grants

Total State/Federal/Local Funding (Full Implementation):

\$1,626,278

Funding per Student:

\$8,791

[1] Applied to largest school in district if <150 ADM

Expenses:

Personnel (Includes Salary and Benefits):

Kindergarten through Grade 7 (10 full-time & 1 part-time).....	773,610.00
Special Education Teacher	66,179.00
Personal Leave – Certified/Classified	10,000.00
Substitute:.....	20,000.00
OT/PT/Nursing Services	25,000.00
Special Activity Agreements: Movement & Mentors	50,000.00
Teacher Asst (3 full-time & 1 part-time):	121,420.00
Administrator:.....	107,213.00
Administrative Assistant:	45,149.00
Personal Services Contract (Accountant):	21,000.00
Registration/Membership Fees.....	50,000.00
Rent, Parking & Utilities:.....	277,884.00
Liability Insurance.....	15,000.00
Travel out of District	13,000.00

Materials/Supplies:	
Classroom Material.....	9,823.00
Office Materials & Equipment.....	18,000.00
Health Supplies	3,000.00

Total:

\$1,626,278.00

6. accounting of receipts and expenditures;

Winterberry will utilize the ASD IFAS system to access and move monies, order and purchase items, and reimburse for approved classroom expenditures out of our general fund and agency fund accounts. These expenditures are subject to multiple approval levels prior to expenditure of funds. The school will also have a petty cash account managed by the Administrative Assistant and the Principal. As funds are deposited and withdrawn there will be a log and receipts kept. Winterberry Charter School will also contract with a business manager who will work together with the Principal to develop and maintain a yearly budget to be approved by the APC.

7. the location and description of the facility;

Winterberry Charter School is located at 508 W 2nd Avenue, Anchorage, AK 99501 in the Skyline Building. Our school occupies the first and second floors of the three-story building. We currently have nine classrooms, a movement room, a faculty room, a special education office, a common foyer, as well as administrative offices and student support room. The surrounding grounds on the east and north are used as a play area by the kindergarten students and the students attending our after school program and for the rest of the school during drop off and pick up. Qiyana park serves as our primary play area and one of our parents, Sara Wilson Doyle, applied for and was granted a parks improvement grant. Initially we signed a three-year lease with our landlord Edward Brown and are currently in the process of extending the lease for an additional term. Our APC is also exploring the possibility of expanding to the third floor to allow for our future growth.

8. the name of the teacher, or teachers, who, by agreement between the charter school and the teacher, will teach in the charter school;

2007/2008 Teachers

Rie Kakizaki, Margaret Jenne, Leslie Mayer, Jane Rihner, Jeremy Crawford, Maria Allen, Madelyn Tyson, Emily Becker, Arthur Harmon, Jennifer Harmon, and Sonja Tobiessen.

9. the teacher-to-student ratio;

The Winterberry community participated in a forum during January of 2007 where school and class size were explored. The consensus was that the community would like to maintain a smaller school with one class of grade (one-eight) and up to two smaller kindergartens. It was determined that community members would prefer slightly larger classes to a larger overall school. From this shared time we have committed our school to a maximum of 230 students with a preferred class size of 22 and a maximum of 25 in grades one through eight. In kindergarten the preferred size will be 15 with the maximum size capped at 20 when there is one class and 18 when there are two classes.

10. the number of students served;

Winterberry shall have a maximum school enrollment of 230 students in grades K-8.

11. the term of the contract, not to exceed a term of 10 years;

After the conclusion of its initial three-year charter in the spring of 2008, Winterberry is seeking a ten-year charter renewal term.

12. a termination clause providing that the contract may be terminated by the local school board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause;

This contract may be terminated by the ASD 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 Winterberry 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 Winterberry 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.

Winterberry Charter School may also terminate the contract on an annual basis. In such event, Winterberry 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.

13. a statement that the charter school will comply with all state and federal requirements for receipt and use of public money;

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

14. other requirements or exemptions agreed upon by the charter school and the local school board.

Winterberry Charter School would like to begin operating the first year as a K-6 program, and continue to grow organically into a K-8 program.

(d) A charter school may be operated in existing school district facility or in facility within the school district that is not currently being used as a public school, if the chief school administrator determines the facility meets requirements for health and safety applicable to public buildings or other public school in the district.

Winterberry Charter School

Bylaws

07/08 DRAFT

Adopted by the Academic Policy Committee on

November 15, 2007 (draft proposed)
Anchorage, Alaska

TABLE OF CONTENTS

Table of Contents

ARTICLE I	NAME, OFFICE, FISCAL YEAR, AND GOVERNANCE
Section 1	Name
Section 2	Office
Section 3	Fiscal Year
Section 4	Governance
ARTICLE II	ACADEMIC POLICY COMMITTEE
Section 1	General Powers
Section 2	Members of the Academic Policy Committee
Section 3	Term
Section 4	Term Limitations
Section 5	Vacancies
Section 6	Compensation
Section 7	Resignation
Section 8	Removal
Section 9	Conflict of Interest
ARTICLE III	ELECTION OF MEMBERS TO THE ACADEMIC POLICY COMMITTEE
Section 1	Elections Committee
Section 2	Eligibility to Vote
Section 3	Casting of Ballots
ARTICLE IV	OFFICERS OF THE ACADEMIC POLICY COMMITTEE
Section 1	Officers
Section 2	Election and Terms of Office
Section 3	Removal
Section 4	Vacancies
Section 5	Chair
Section 6	Vice Chair
Section 7	Secretary
Section 8	Treasurer
Section 9	Conflict of Interest
ARTICLE V	MEETING OF THE ACADEMIC POLICY COMMITTEE
Section 1	Annual and Regular Meetings
Section 2	Special Meetings
Section 3	Place of meetings
Section 4	Notice of meetings
Section 5	Informal Action by Members
Section 6	Quorum
Section 7	Manner of Acting
Section 8	Executive Sessions
Section 9	No Proxies
Article VI	PRINCIPAL
Section 1	Selection/Removal
Section 2	Duties and Responsibilities
ARTICLE VII	COMMITTEES
Section 1	Membership of Committees
Section 2	Instructions and Responsibilities
Section 3	APC Powers and Prerogatives

Section 4	Meetings
ARTICLE VIII	CONTRACTS, CHECKS, DEPOSITS AND FUNDS
Section 1	Contracts
Section 2	Bank Accounts, Checks, Withdrawals, ETC.
Section 3	Accounting
ARTICLE IX	INDEMNIFICATION
Section 1	Indemnification
ARTICLE X	AMENDMENTS
Section 1	Amendments
SIGNATURES	

ARTICLE I

Name, Office, Fiscal Year, and Governance

SECTION 1. Name. The name of the organization shall be "Winterberry Charter School Charter School" and shall hereinafter be referred to as "the School" or "Winterberry Charter School."

SECTION 2. Office. The principal office shall be at the facility of Winterberry Charter School located in Anchorage, Alaska.

SECTION 3. Fiscal Year. The fiscal year of Winterberry Charter School shall coincide with the fiscal year of the Anchorage School District (July 1 through June 30).

SECTION 4. Governance. Winterberry Charter School has three governing bodies: the Academic Policy Committee, the Winterberry Parent Guild ("WPG"), and the Faculty. To the maximum extent possible, these three bodies shall govern together through building consensus. In the event that there is a disagreement on policy or procedure between bodies that cannot be worked out through consensus (including but not limited to emergency actions), the Academic Policy Committee shall prevail.

ARTICLE II

Academic Policy Committee

SECTION 1. General Powers. Winterberry Charter School shall have an Academic Policy Committee ("**APC**"), which is the primary governing body designated to oversee and supervise all aspects of the School. No members of the APC shall act on his/her own in the name of the APC unless so authorized by these bylaws or by resolution of the APC. The APC shall have the maximum power permitted by law, shall establish policy for the school, shall fulfill the duties prescribed in A.S. 14.03.250, et seq., and as set forth in these Bylaws, and shall perform the following functions, including, but not limited to:

- A. Ensure the fulfillment of the mission of Winterberry Charter School as stated in the Winterberry Charter School Charter School/Anchorage School District contract;
- B. Oversee and have ultimate accountability and responsibility for academics, curriculum, legal/risk management, personnel issues, finances, operations /maintenance and budgeting issues, and as otherwise permitted or required by the above-mentioned contract or by law;
- C. Promote professional conduct in accordance with Anchorage School District policies;
- D. Contract with a Type B certificated administrator;
- E. Delegate to the Principal those tasks deemed appropriate by the APC and render to the Principal and/or Teacher-In-Charge opinions regarding the hiring, evaluation, and/or termination or non-retention of teachers, staff, and other personnel to the extent permitted by law;
- F. Review contracts;
- G. Review, upon request by any parent, teacher, or staff, requests for any purchase of materials initially denied by the Principal or Teacher-In-Charge; and
- H. Review and rule on any other questions, issues, or policies that may from time to time arise, to the extent permitted by law.

SECTION 2. Members of the Academic Policy Committee. The number of APC members constituting the entire board shall be between eight (8) to eleven (11) voting members. Five (5) to seven (7) of the members shall be parents of the students currently enrolled in the school; two (2) of the members shall be a teacher then under contract to the School;

one (1) of the members shall be a teacher or teacher's aide then under contract to the School; and one (1) of the members shall be a board member of the Winterberry Parent Guild ("WPG") executive committee as elected by the WPG ("WPG Liaison"). Teachers and teachers' aides who are then under contract to the School and who also are parents of one or more children enrolled in the School shall be eligible only for the two teacher/teacher's aide APC positions, not the five to eight parent APC positions. The Principal or Acting Principal then under contract to the School shall be a perpetual "ex official member of the APC, but shall have no vote.

SECTION 3. Term. The term of all elected members of the APC shall be two (2) years. It is the goal of these Bylaws that at any regular election one (1) of the APC teacher positions and four (4) of the APC parent positions shall be open for re-election, and that the remaining one (1) teacher and four (4) parent positions shall come up for re-election at the following year's regular election. If at any time this balance is not maintained, the APC may extend (but not shorten) the term of any APC member(s) until this balance is achieved. A majority vote of the full APC shall be required to extend any term. The APC members as of the date of adoption of these bylaws shall consist of the following members for the terms indicated:

Shanna Mall	Principal	April 2005
Arthur Harmon	Teacher	January 2006
Sonja Tobiessen	Teacher	November 2007
Melissa Janigo	Parent	March 2004
Marya Pillifant	Parent	March 2004
Nancy Simson Martin	Parent	March 2004
Erin F. Herzog	Parent	March 2004
Franny Hall	Parent	September 2006
Vacant	Parent	
Vacant	Parent	
Vacant	Parent	
Vacant	Teacher or Teacher's Aide	

SECTION 4. Term Limitations. There shall be no limitation on the number of consecutive or non-consecutive terms that any member of the APC may serve.

SECTION 5. Vacancies. Any vacancy occurring on the APC shall be filled by majority vote of 100* of the remaining members of the APC. The replacement member of the APC shall be elected for the unexpired term of his/her predecessor in office.

SECTION 6. Compensation. Members of the APC shall not receive any salaries for their services.

SECTION 7. Resignation. Any APC member may resign at any time by giving written notice to the Chair or Secretary of the APC. Such resignation shall take effect at the time specified therein and, unless otherwise stated, the acceptance of such resignation shall not be necessary to make it effective.

SECTION 8. Removal. APC members are expected to attend, at a minimum, all regular monthly APC meetings. Although absences at times cannot be avoided, the APC may remove any APC member who fails to attend three (3) such meetings during his/her term. Removal shall require a majority vote of the full APC, including the APC member who is subject to removal.

SECTION 9. Conflict of Interest. Service on the APC is a trust created in the interest of the common good and for the benefit of the School. It is the intent of these Bylaws to maintain confidence and prevent the use of this membership for private gain or any other improper purpose. To avoid conflict of interest, excepting the two teacher/teacher's aide APC positions no voting member of the APC shall be a paid staff member of the School, inclusive of the Principal and any other person who receives any monetary compensation from the School.

ARTICLE III Election of Members to the Academic Policy Committee

SECTION 1. Elections Committee. In January of each year, the Chair of the APC shall appoint an Elections Committee of three (3) persons. One person shall be a parent member of the APC, one person shall be a teacher member of the

APC, and one person shall be a parent of a student enrolled in the School but who is not a member of the APC. The Elections Committee shall oversee the election process for positions on the APC. The Elections Committee shall do the following:

- A. Solicit and accept applications for candidates for membership to the APC;
- B. In its discretion, nominate individuals who have not submitted an application as candidates for positions on the APC;
- C. Make available within the School office copies of any statements any candidate chooses to submit to the nominating committee or to the parents, students, or personnel;
- D. May establish a forum for public introduction of each candidate;
- E. Prepare a secret ballot listing the candidates, plus a space for write-in candidates;
- F. Distribute and collect the secret ballots and otherwise oversee the election so that it is conducted in a fair manner;
- G. Advise the candidates and the APC of the election results;
- H. Prepare a report stating the results of the election, which report shall be kept at the principal office of the School and be made available for review by interested parents, teachers, or staff members of the School.

SECTION 2. Eligibility to Vote. Only parents or legal guardians of students enrolled in the School on the day of the election, the Principal, teachers, aides, School staff employed by the Anchorage School District, each with a current contract for the School which is effective on the date of the election, not to exceed one vote per family per open position, are eligible to vote in elections. By way of example, if a family has two children enrolled at the School, only one parent or legal guardian may vote. The parents or legal guardians shall decide amongst themselves how to cast their family vote. The Elections Committee shall be responsible for monitoring voter eligibility and resolving any disputes involving the casting of ballots.

SECTION 3. Casting of Ballots. Voting may occur in three ways:

(1) at any time during the date of the annual meeting up until the time of the annual meeting, by obtaining from and submitting to the School office the secret ballot prepared by the Elections Committee, (2) by completing the secret ballot in person at the annual meeting, or (3) by absentee ballot completed according to procedures established by the Elections Committee.

- A. Write-in candidates may be added to the secret ballot by any voter.
- B. Proxy, facsimile, e-mail, or other method of voting not expressly authorized above are not permitted or valid.
- C. All eligible voters, as defined in ARTICLE III, SECTION 2 above, may vote for both parent and teacher positions on the APC. By way of example, if there are three parent positions open and seven parent nominees, and one teacher position open and three teacher nominees, a parent or legal guardian may cast three votes for the parent positions, and one vote for the teacher position. Likewise, a teacher may also cast three votes for the parent positions, and one vote for the teacher positions.

ARTICLE IV Officers of the Academic Policy Committee

SECTION 1. Officers. The officers of the APC shall be Facillitator, Co-Facillitator, Secretary, and Treasurer, each of whom must simultaneously be a member of the APC. The APC may elect or appoint such other officers, including one or more assistant secretaries, as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the APC.

SECTION 2. Election and Term of Office. The term of all officers of the APC shall be one (1) year. The officers of the APC shall be elected annually by a majority of a quorum of the APC at the first regular meeting following the annual meeting of the APC. If the election of officers shall not be held at such meeting, elections shall be held as soon thereafter as conveniently may be held.

SECTION 3. Removal. Any officer elected or appointed by the APC may be removed from office (but not from the APC) by a majority vote of the full APC whenever in its judgment the best interests of the School would be served thereby.

SECTION 4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise may be filled by a majority vote of the full APC for the unexpired portion of the term.

SECTION 5. Facilitator. The Facilitator shall be a parent member of the APC, and shall be the presiding officer at all meetings of the APC. The Facilitator shall have such authority and perform such duties as shall be directed by the APC from time to time.

SECTION 6. Co-Facilitator. The Co-Facilitator shall be a parent member of the APC. In the absence of the Facilitator, or in the event of his/her death, inability or refusal to act, the Co-Facilitator or other APC member designated by the Facilitator shall perform the duties of the Facilitator, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Facilitator. Any Co-Facilitator shall perform such other duties as from time to time may be assigned to him/her by the APC.

SECTION 7. Secretary. The Secretary shall keep the minutes of the meetings of the APC in computer files and/or one or more books provided for that purpose, see that all notices and agendas are duly given and posted in accordance with the provisions of these Bylaws or as required by law, keep an updated list of the mailing address, e-mail address, and telephone numbers of each member of the APC, and in general perform such other duties as from time to time may be assigned to him/her by the APC.

SECTION 8. Treasurer. Each October, the Treasurer shall present to the APC the annual budget for the forthcoming year that has been prepared by the School, and shall ensure that it justly supports the mission and goals of the School. The Treasurer will present an update on the budget at each APC meeting, and in all ways shall be accountable to the APC and the School Board. The Treasurer shall cause to be completed the audits specified in ARTICLE VIII, SECTION 3 of these Bylaws. The Treasurer will serve as the financial liaison for all fund raising entities and will serve as the coordinator of all School funds.

ARTICLE V

Meetings of the Academic Policy Committee

SECTION 1. Annual and Regular Meetings. The APC hereby formally adopts the Open Meetings Act, A.S. 44.62.310 et seq. ("The Act"). All meetings shall be conducted and all notices and agendas posted in accordance with the Act. If any portion of these Bylaws are more specific than the Act, then that portion of these Bylaws shall control over the Act, unless prohibited by law.

The annual meeting of the APC shall be held on the third Thursday of February in each year, beginning at the hour of 6:00 p.m., for the purpose of electing members of the APC and for the transaction of such other business as may come before the meeting. If the annual meeting or election of membership to the APC shall not be held on the day designated herein for any annual meeting and election, the APC shall cause the annual meeting and election to be held at a special meeting as soon thereafter as conveniently may be held. The APC shall also hold regular meetings typically monthly but at least four (4) times a year. Parents, teachers, and staff members of the School are hereby invited to such meetings.

SECTION 2. Special Meetings. Special meetings of the APC may be called by the Chair, Principal, or any three members of the APC.

SECTION 3. Place of Meetings. The APC may designate any place within the City of Anchorage as the place of meeting for any annual meeting, regular meeting, or special meeting. If no designation is made, the place of meeting shall be at the School.

SECTION 4. Notice of Meetings. Notice of annual, regular, or special meetings stating the place, day, and hour of any meeting shall be delivered, either personally, by mail, by facsimile, or by e-mail, to each member of the APC not less than one (1) day before the date set for such meeting. In addition, at least twenty-four (24) hours prior to each meeting, notice of and the agenda for each meeting shall be hosted at the School. New issues not posted on the agenda may nonetheless be raised, discussed, and voted upon at any meeting.

SECTION 5. Informal Action by Members. Any action that otherwise may be taken at any meeting of the APC may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed and unanimously agreed upon in writing or e-mail by 100% of the members of the APC entitled to vote with respect to the subject matter thereof.

SECTION 6. Quorum. Greater than fifty percent (500-1) of the voting members of the APC constitutes a quorum. Telephonic participation is permitted.

SECTION 7. Manner of Acting. The act of a majority of the members of the APC at a meeting at which a quorum is present either in person or telephonically shall be the act of the APC, unless the act of a greater number is required by law or by these Bylaws.

SECTION 8. Executive Sessions. All regular and special meetings of the APC shall be open to the public, except that, upon a vote of a majority of the members present, an executive session may be held to discuss matters including but not limited to:

1. Attorney-client matters;
2. Contract proposals or negotiations;
3. Sensitive personnel matters; and
4. Student discipline matters.

The motion requesting the executive session shall state the nature of the matter to be discussed. Only those persons invited by the APC or permitted by law may be present during the executive session. Unless invited or permitted by law, no teacher/ teacher's aide APC member shall be entitled to attend any executive session in which personnel issues specific to a particular employee are discussed, and no teacher/teacher's aide APC member shall be entitled to vote on any such issue in public session. The APC shall not make final policy decisions, nor shall any resolution, rule, regulation, or formal action or any action approving a contract or any other final action, be approved at any session which is closed to the general public. Matters discussed during the executive sessions shall remain confidential among those attending. The Secretary of the APC shall maintain topical minutes of all executive sessions.

SECTION 9. No Proxies. Members of the APC may not vote by proxy.

SECTION 10. Action by Consensus. While provisions for majority voting are made within this article of the bylaws, it is the intent of the APC to act through consensus at its meetings to the maximum possible extent. Majority voting will only be used when attempts at consensus have proven futile or if a decision is time sensitive. The agreement of the total number of voting members of the APC present at a meeting, minus two, would be required to agree to suspend action by full consensus.

ARTICLE VI

Principal

SECTION 1. Selection/Removal. The Principal shall be selected by the Winterberry Charter School Charter School Academic Policy Committee. Removal of the Principal will require a majority vote of the full APC when in its judgment the best interest of the School would be served hereby.

SECTION 2. Duties and Responsibilities. The Principal shall have those day-to-day management and other duties as assigned and delegated by the APC, or as required by law. With the advice of the APC, the Principal shall select, appoint, or otherwise supervise employees of the School. The Principal shall see that all policies, orders, and resolutions of the APC are carried into effect. Upon delegation by the APC, the Principal shall:

1. Maintain financial records of the School;
2. Manage the day-to-day operation of the School to ensure that the terms of the contract are met;
3. Meet regularly with parents and with teachers of the School to review, evaluate, and improve operations of the School;
4. Meet with the APC regularly and often to monitor progress in achieving the APC's policies and goals;
5. Submit appropriate information as required by the School District, Department of Education or Federal and State Agencies; and
6. Submit for approval or disapproval to the APC all significant policy and financial decisions that may have a substantial impact upon the School.

ARTICLE VII

Committees

SECTION 1. Membership of Committees. The APC, by resolution adopted by a majority of a quorum of the APC, may designate and appoint one or more committees to perform specific tasks assigned by the APC. Members will be selected by the APC from a list of volunteers who are parents of children attending the School, community members at large, the Principal, teachers, or teachers' assistants.

SECTION 2. Instruction and Responsibility. Each committee shall be clearly instructed as to the length of time each member is being asked to serve, the service the APC wishes each committee to render, the extent and limitations of responsibility, the resources the APC will provide, and the approximate dates on which the APC wishes to receive reports. Recommendations of special advisory committees shall be based on research and fact and shall be advisory to the APC.

SECTION 3. APC Powers and Prerogatives. All recommendations of a committee must be submitted to the APC for official action. The APC shall have the power to dissolve any committee and shall reserve the right to exercise this power at any time during the life of any committee.

SECTION 4. Meetings. Special committees to the APC shall comply with the requirements concerning public meetings that are specific in ARTICLE V, SECTION 4, Notice of Meetings, above.

ARTICLE VIII

Contracts, Checks, Deposits, Funds and Accounting

SECTION 1. Contracts. The APC has the authority to enter into contracts, execute and deliver instruments, and otherwise legally bind the School. The APC may delegate this authority, either in specific instances or in general, to the Principal or his/her designee, or to any officer of the APC.

SECTION 2. Bank Accounts, Checks, Withdrawals, Etc. All School monies not held by the District shall be deposited in a bank account(s) in the name of the School. Signatories on any such accounts shall be the Principal and the APC officers. Withdrawals or transfers from any and all District. monitored school funds, bank accounts, budget transfers, and any expenditures over five hundred dollars shall be approved by both the APC Treasurer and the Principal, with APC approval obtained for all major expenses and budget changes. Any expenditures or changes in the budget less than five hundred dollars require only the approval of the Principal.

SECTION 3. Accounting. The Principal or his/her designee shall present to the APC at each regular monthly APC meeting a ledger itemizing all income, expenses and budget transfers since the prior APC regular monthly meeting, and copies of all accompanying bank account statements. The APC may at any time cause a full or partial independent audit of School monies to occur.

ARTICLE IX -
Indemnification

SECTION 1. Indemnification. The School may, to the maximum extent permitted by law and in the absence of School or District insurance, defend, hold harmless and indemnify all current and former members of the APC, all persons who at the request of the APC have acted or not acted, and all persons currently or previously employed by the School, from and against any claims, civil or criminal, in which that person is made a party by reason, in whole or in part, of being or having been an APC member or officer, at the request of the APC have acted or not acted, or being or having been an employee of the School, when that person has acted within the course or scope of his or her duties to the School. Indemnification shall be provided by a majority vote of a quorum of the APC, on a case-by-case basis.

ARTICLE X
Amendments to Bylaws

SECTION 1. Amendments. These Bylaws may be altered, amended, or repealed and new bylaws may be adopted by a two-thirds vote of the APC who are present at any regular meeting or any special meeting (where a quorum is present) , provided that the proposed change in the Bylaws has been submitted in writing to all of the members of the APC and posted publicly in the School Office at least two (2) days prior to the meeting at which the proposed change will come up for a vote. Proposed changes to the Bylaws may be submitted by any member of the APC, by parents with students currently enrolled in the School, or by the Principal, Teacher-In-Charge, or teachers, each then under contract with the School, for consideration by the APC.

Date Adopted: _____

Secretary

Chair

***Final approval of revised bylaws to be voted on during the December 2007 APC meeting

3. Educational Programs & 4. Program Achievement

About Our School

“Waldorf education addresses the child as no other education does. Learning, whether in chemistry, mathematics, history or geography, is imbued with life and so with joy, which is the only true basis for later study. The textures and colors of nature, the accomplishments and struggles of humankind fill the Waldorf students' imaginations and the pages of their beautiful books. Education grows into a union with life that serves them for decades. By the time they reach us at the college and university level, these students are grounded broadly and deeply and have a remarkable enthusiasm for learning. Such students possess the eye of the discoverer, and the compassionate heart of the reformer which, when joined to a task, can change the planet.”

Arthur Zajonc, Ph.D., Associate Professor of Physics, Amherst College

Who We Are

Winterberry is an arts-integrated K-7 public school inspired by Waldorf educational methods that meets State of Alaska and Anchorage School District curriculum standards. Winterberry was founded by parents dedicated to making this educational environment available for all interested Anchorage families. Our program is designed to promote the growth and development of the whole child – head, heart, and hands.

Our Mission

Our mission is to nurture and promote the development of healthy, responsible and creative human beings. Our aim is to provide a holistic learning environment and demonstrate that all children are natural and inspired learners who can achieve. Inspired by Waldorf educational methods, our integrated curriculum seeks to provide each student with meaningful, hands-on, developmentally appropriate experiences that inspire learning and personal growth.

Our Vision

Children

- Love school
- Learn more because their minds, bodies and hearts are engaged
- Feel they are honored for who they are, and learn to respect and appreciate others
- Enjoy helping to make their school congenial and orderly

Teachers

- Feel engaged, challenged, and rewarded by their all-important work, and supported in their professional development
- Are inspired by Waldorf methods and use them in the classroom to create nurturing daily rhythms and dynamic learning environments
- Respect each and every child's gifts and needs, and use imagination, interest, and movement to reach each student

- Act as loving role models who demonstrate good organization, self-discipline, problem-solving, and communication skills in their daily contact with students, teachers, parents, and administrators

Parents

- Feel welcome in the school and supported as their child's first—and most important—role model, advocate, and teacher
- Can talk openly with school staff about children's unique needs, and will gain help and a commitment to resolving problems positively
- Want a Waldorf-inspired education for their children, and support Winterberry through self-education, active involvement, and volunteering
- Understand that computers will not be used by kids in the school because they take time and resources away from more age-appropriate physical play, hands-on lessons, and direct experience of the natural world (for more information on reasons to delay the use of computers see http://www.allianceforchildhood.net/projects/computers/pdf_files/tech_tonic.pdf)
- Families feel that the school honors their need for time and relationships away from the school (homework is rare or optional)

Administration

- Enjoys the daily challenges of implementing Winterberry's mission, while building its capacity to serve teachers, students, the school, and the larger community
- Is an unwavering advocate for Waldorf methods and Winterberry's founding vision, yet is open to ideas and input from students, teachers, parents and the Anchorage School District
- Creates an atmosphere where open communication is followed by clear decisions and constructive action
- Runs a welcoming, orderly, efficient school that is accountable and takes the best advantage of community resources

Curriculum

- Firmly rooted in Waldorf's holistic vision of the child, and the recognition that children learn best through the language of the imagination—wonder, curiosity, reverence, and a love of learning
- Meets ASD curriculum requirements and supports standards-based tests as a way of holding ourselves accountable for children's learning and progress
- Skills and play in the early grades lay a strong foundation for more complex learning, optimally timed to children's brain development and their changing physical, social, and emotional aptitudes (e.g. fun rhythmic marching, singing, and games build a base for arithmetic, which leads to mathematics; songs, stories, and poetry lead to studies in grammar and reading and writing)

Classroom

- Has an immediate welcoming presence from the teacher and is an orderly, nurturing place of learning
- Embraces traditional Waldorf use of natural, aesthetic, and high quality materials (e.g. toys and furniture, art and writing tools, books)
- Accommodates Waldorf teaching methods (blackboard, nature corner, cubbies) and meets basic functional and safety requirements

- Instills responsibility, care and stewardship of physical things

School site

- Provides great, safe outdoor play and learning areas with connections to places of natural beauty (forest, water, gardens)
- Accommodates safe auto and pedestrian access
- Includes clear rules of conduct that respect Winterberry's vision, landlord, and neighborhood

Greater Community

- Winterberry's landlords, neighborhood and greater community are appreciated partners that see the school as a positive force and good steward
- Inspired use of Anchorage's greenbelts, parks, museums, and institutions contributes to Winterberry's successes in education
- Winterberry is advocate for making Anchorage a better place for kids and families to live, work, play and learn

Test Scores & Assessments 2005-2006

Standards Based Assessments As a first year charter school, Winterberry students participated in these assessments in grades three through sixth. Below are the results of the spring 2006 testing:

47 students tested	Reading	Writing	Math
Advanced	16	13	14
Proficient	24	22	15
Below Proficient	3	11	12
Not Proficient	4	1	6

TerraNova As a first year charter school, Winterberry students participated in this assessment in grade five. Our student average was in the average national range for children their age. Below are the National Percentile Scale combined results of all children:

12 students tested	Grade Five
Reading	66.00
Language	66.9
Math	57.4
Total Score	65.1

Sixth Grade Math Placement: Seven sixth grade students were tested for the Seventh Grade Math Placement once future placements were identified.

One way our staff has chosen to address the remediation this year is to provide study group opportunities for our students. These groups consist of smaller groups of students who are of varying ability who come together two to three times a week for half an hour. During these group sessions, students help each other practice targeted skills. An example of one of these clubs is the Handwriting Club. The club activities are facilitated by our Educational Support teacher (SpEd) and the goal is to improve the students' handwriting control, quality, quantity, and confidence when writing. During the 2006-2007 school year we will be adding to this club using "The Write Approach" as a model for the outline of the class.

During the 2006-2007 school year we will also be adding a "Study and Practice" block into our schedule allowing for further focused work in the areas of reading, writing, and math for grades three through six. Both our teachers and our Waldorf school mentor recommended building this time into our schedule in order to allow students extra time to focus on their academic work. This time will vary depending on the students, but it will be a productive working time where students can finish their main lesson books, practice for an upcoming play, read, engage in math games, have writer's workshop, etc. depending on what the teacher determines to be most important. This time will also be used for one-on-one or group instruction by our Educational Support teacher allowing students to receive support without missing their main lesson information.

Lastly, we have met with the parents of four of our kindergarten students and recommended that these students spend another year in the kindergarten class. The primary reason for this recommendation is that the children are not socially, physically, and or academically ready to move on to grade one. Grade one in a Waldorf methods school requires each student to focus for extended periods of time which these students are not ready to do. The children are also physically assessed in order to determine whether or not they will be able to perform the physical tasks required in grade one. Waldorf methods focus on full body education and developmental readiness. Children are determined to be ready to move on to the next grade once they have met the identified developmental goals.

Test Scores & Assessments 2006-2007

Standards Based Assessments As a second year charter school, Winterberry students participated in these assessments in grades three through sixth. Below are the combined results of all children:

65 students tested	Reading	Writing	Math
Advanced	30	18	15
Proficient	23	29	27
Below Proficient	7	18	11
Far Below Proficient	5	0	11

TerraNova As a second year charter school, Winterberry students participated in this assessment in grade five. Our student average was in the average national range for children their age. Below are the National Percentile Scale combined results of all children:

11 students tested	Grade Five
Reading	47.7
Language	40.4
Math	40.5
Total Score	42.0

Sixth Grade Math Placement: Seven sixth grade students were tested for the Seventh Grade Math Placement once future placements were identified.

Recommendations for Remediation 2006/2007

This year we added a “Study and Practice” block into our schedule allowing for further focused work in the areas of reading, writing, and math for grades one through six. During this time our students are able to complete their main lesson assignments, practice reading and writing, as well as complete practical mathematics work. Our teachers have been able to use this time to work one-on-one with individual students in the areas where they struggle or in areas needing more practice. Our Educational Support teacher also uses this time to assist students without having to pull them from their main lesson work.

Our Educational Support teacher works both in the classroom and in her room with small groups of children needing extra assistance. Both of these methods are used on an ongoing basis. For the upcoming year we may have to up our special education FTE to 1.0 from .7 in order to accommodate newly certified and incoming students. Winterberry has budgeted for a .7 teacher

during the 07/08 school year so the additional FTE will be determined once we have our average daily membership for October 2007.

Lastly, we have met with the parents of five of our students and recommended that these students spend another year in their current grades. These students are spread throughout the grades. Some of the retentions are due to parent request and others were initiated by teachers and have been recommended two years in a row. As was the case last year, the primary reason for this recommendation is that the children are not socially, physically, and or academically ready to move on to the next grade. Classrooms using Waldorf methods require each student to focus for extended periods of time. The child's capacity to perform at the level of his or her peers is the primary concern in the younger grades. Children are also physically assessed in order to determine whether or not they will be able to perform the physical tasks required in grade one when determining whether or not a child should continue in kindergarten for another year. Waldorf methods focus on full body education and developmental readiness. Children are determined to be ready to move on to the next grade once they have met the identified developmental goals.

School Goal Attainment 2005/2006

Our primary goal this year has been increasing communication with families and the community around us. We have had some success using our newsletter and our website, but we still have a long way to go. The two columns below provide an understanding of where we are and where we hope to go as the journey continues.

Winterberry 2005-2006	Winterberry 2006-2007
<ul style="list-style-type: none"> • WCS Website <ul style="list-style-type: none"> -works well when updates are sent to webmaster -enrollment -calendar -school mission and information • Newsletter (biweekly) <ul style="list-style-type: none"> -events -announcements -sporadic class updates -no letter from the administrator -articles of interest 	<ul style="list-style-type: none"> • WCS Website <ul style="list-style-type: none"> -timely updates sent to webmaster -enrollment -calendar -school mission and information -visual update to the page -staff/class pages and updates -more connection to what students are doing • Newsletter (biweekly) <ul style="list-style-type: none"> -events -announcements -class updates from each class

<ul style="list-style-type: none"> • Fliers taken home <ul style="list-style-type: none"> -a bit unpredictable -no standard school procedure for weekly information -not always timely • Outreach posters (Spring & Fall) <ul style="list-style-type: none"> -needs to be more consistent • Participation in city/downtown events <ul style="list-style-type: none"> -good exposure -students like being part of the community • Advertising <ul style="list-style-type: none"> -TV: too expensive unless PSA -Anchorage Daily News: too expensive -Anchorage Press: more affordable and good for familiarizing people with Winterberry...no clear relationship with enrollment. 	<ul style="list-style-type: none"> -letter from the administrator in each issue -articles of interest • Fliers taken home <ul style="list-style-type: none"> -procedure to distribution - standard school procedure for weekly information • Outreach posters <ul style="list-style-type: none"> -distributed throughout the year • Participation in city/downtown events <ul style="list-style-type: none"> -good exposure -students like being part of the community -create better procedure for walking in downtown • Advertising <ul style="list-style-type: none"> -Outreach posters -TV and Radio PSAs -Word of mouth
---	---

Teacher training is another school goal. During the summer of 2005 our teachers and administrator attended the Rudolf Steiner College (RSC) training for the public school. This training proved vital to our success as a school. While at the training our staff connected in a deep and rich way helping them begin the process of creating a community of learners. From this start our teachers have continued to work toward this goal always working together to form a collaborative team of dedicated life long learners. Together we have seen that as a united group we can do great things for children and families. As we grow, our new teachers will also attend this initial summer training before beginning their first year of teaching at Winterberry.

Most of our staff will also begin further Waldorf training this fall as the northwest cohort associated with RSC. This training will deepen their understanding in the area of grade specific methods and will allow our staff to deepen their ties as a community. Providing teacher training is consistent with best practices and our whole school will greatly benefit. This goal will not be completely met until all of our teachers have completed the entire training. It is also our goal to send our aids to the summer training as well.

Lastly, this year we provided our staff with Waldorf mentor services. Our mentor, Janet Jewel, has twenty-five years of experience teaching at Waldorf schools. As Winterberry's teacher mentor this year she proved to be invaluable. During her year of service she visited the school four times to

observe classrooms, give advice to our teachers, meet with our APC, and provide community education in the form of lectures and workshops. While away from Anchorage she provided weekly support in the form of phone calls and emails. After surveying the teachers we found that this was, for the majority, the most important support they have ever received. As a continued goal we will strive to find a way to fund this valuable support.

School Goal Attainment 2006/2007

During the 2006/2007 school year we have worked diligently to increase the level of communication with families and the community around us. Our rate of success using our newsletter and our website has improved immensely. The two columns below provide an understanding of where we are and where we hope to go as the journey continues. The bold print identifies the goals we have met since last year.

Winterberry 2006-2007	Winterberry 2007-2008
<ul style="list-style-type: none"> • WCS Website <ul style="list-style-type: none"> -timely updates sent to webmaster -enrollment information -calendar • school mission and information <ul style="list-style-type: none"> -visual update to the page -staff/class pages and updates -more connection to what students are doing • Newsletter (biweekly) <ul style="list-style-type: none"> -events -announcements -class updates from each class • letter from the administrator in each issue <ul style="list-style-type: none"> -articles of interest • Fliers taken home <ul style="list-style-type: none"> -procedure to distribution - standard school procedure for weekly information • Outreach posters <ul style="list-style-type: none"> -distributed throughout the year • Participation in city/downtown events <ul style="list-style-type: none"> -good exposure -students like being part of the community -create better procedure for walking in downtown • Advertising <ul style="list-style-type: none"> -Outreach posters -TV and Radio PSAs -Word of mouth 	<ul style="list-style-type: none"> • Parent & Community Education <ul style="list-style-type: none"> - minimum of 4 parent nights for each class -two book studies for each class -Winterberry sponsored lecture series -Mini-Conference for all private and public teachers • WCS Website <ul style="list-style-type: none"> -timely updates completed by Winterberry staff -weekly enrollment updates and paperwork procedures -calendar in graphic form -refined school mission and information -complete visual update to the page -staff/class pages and updates -more connection to what students are doing • Newsletter (biweekly) <ul style="list-style-type: none"> -events -announcements -class updates from each class -letter from the administrator in each issue -articles of interest -distributed on Thursday • Fliers taken home <ul style="list-style-type: none"> -procedure to distribution - standard school procedure for weekly information • Outreach posters <ul style="list-style-type: none"> -distributed throughout the year • Participation in city/downtown events <ul style="list-style-type: none"> -good exposure -students like being part of the community -create better procedure for walking in downtown

	<ul style="list-style-type: none"> • Advertising <ul style="list-style-type: none"> -Outreach posters -TV and Radio PSAs -Word of mouth
--	--

Teacher training continues to be another school goal. During the summer of 2006 our three new teachers and myself attended the Rudolf Steiner College (RSC) training for the public school. This training again proved vital to the classroom success of our new teachers. While at the training the new staff members connected in a deep and rich way helping them begin the process of creating a community of learners. Once they returned to Alaska they connected with the rest of our teachers and attended our fall Waldorf methods training. This time was valuable as it provided our teachers with the philosophical background for the methods. Again in the spring of this year the RSC staff returned to Anchorage to educate our staff once again. We were very lucky to have such an amazing parent group who raised the money to pay for both of these weeks.

This summer all but two of the uncertified (Waldorf methods) teachers will attend a three-week training at RSC. During this time each teacher will spend twelve hours each day learning practical methods to use with Winterberry's incoming students. Also included in the training is singing, painting, drawing, and handwork arts practice. Our teachers will also attend another week of training in the fall of 2007 and one week in the spring of 2008 as part of the Northwest Cohort associated with RSC. This goal will not be completely met until all of our teachers have completed the entire training. It is also our goal to send our aids and other support staff to the public school summer training when funding permits as well.

Lastly, this year the Winterberry Parent's Guild provided our staff with a week of Waldorf mentor services. Our teachers and APC had mixed feelings about the experience so we have decided to hold off on this service until we can clearly identify our needs and desires.

Student & Staff Enrollment & Mobility Trends 2005/2006

After the 2005 June lottery, Winterberry had a list of 195 students who had been drawn in our lottery for the 2005-2006 school year. One hundred and seventy six of these students had confirmed their space in our school and nineteen were on the waitlist for our kindergarten classes. Winterberry

held a “meet the teachers” potluck in July and in August that were well attended by our future students and their families.

On August 1, 2005 our conditional use permit was passed on the condition that we present to the Geotechnical Commission on the nature of the soils found under and around our school site. This meeting did not happen until August 23, 2005 and delayed the start of construction. Once permitting and construction began, the landlord found out that it would require much more significant structural work to bring the building up to current earthquake codes. Bringing the building up to code ended up taking much longer than initially projected and led to two delays in our start. Both of these delays led to significant reduction in enrollment.

We began school on September 19th with approximately 135 students. During the months of September and October we enrolled more students than we withdrew. The table below shows both the entries and the withdrawals of students from September 2005 through May 2006:

	Entries	Transfers & Withdrawals
September 2005	19	6
October 2005	10	6
November 2005	5	19
December 2005	3	2
January 2006	3	4
February 2006	2	14
March 2006	4	2
April 2006	1	1
May 2006	3	1

Winterberry did not have ASD computer capability until the first week in November that made registration and student record maintenance challenging. The initial paper registration was completed at Denali Elementary and the student information was input into the GROUSE system by MaryKay Sambo. As we did not have a phone (other than Shanna Mall’s cell) or an official site, communication was very challenging during the months of September and October.

During the last week in October we were given our final count number and had to make major budget cuts. These cuts included the elimination of two teaching positions that led to massive withdrawals of children in those classes along with their siblings. Winterberry lost nineteen students in the month of November. Thirteen of these students were directly because of the loss of teachers,

two were young kindergarteners who were having difficulty adjusting to school, two returned to the private schools they had attended the year prior, and the final two had to leave due to transportation issues. The only other spike in withdrawals happened in February of 2006 when we lost fourteen students and gained two. Of these students four moved out of state, four had transportation issues, four were former home schooling families that decided to home school again, and the last two left for other reasons.

Other than the two teachers who were displaced due to budget cuts, our staff has continued to be a steadfast, dedicated, tireless group of people. When something needs done, they are the first to offer time, energy, and resources. Winterberry will be retaining all of our current teachers for the 2006-2007 school year as well as adding two new teaching positions. Our fulltime aid will be leaving the state in July to pursue a graduate degree as a Waldorf teacher at Antioch New England. We are looking at possibly adding a full-time secretary to our staff as well. In the next section is a list of 2005-2006 staff as well as Winterberry's 2006-2007 projections.

We have completed the first of three projected lotteries for the 2006-2007 school year. Our APC came to consensus on the issue of increasing our maximum class size from 20 to 24 in all grades. After implementing this new policy our enrollment for the 2006-2007 school year is as follows:

Grade	Returning	Confirmed	In Progress or Wait listed
Kindergarten	2	34	11
Grade One	24	9	2
Grade Two	20	2	1
Grade Three	19	10	3
Grade Four	19	3	4
Grade Five/Six	21	2	1
TOTAL	105	60	22

Staff Information

2005-2006

Employee Name:	Position:
Shanna Mall	Administrator
Donna Beaulieu	Administrative Assistant (.475)
Vani Srinivasan	Accountant
Rie Kakizaki	Kindergarten One
Margaret Jenne	Kindergarten Two

Jeremy Crawford	Grade One
Jennifer Harmon	Grade Two
Alexandra Siy	Grade Three
Jane Rihner	Grade (Four) Five
Arthur Harmon	Grade (Five) Six
Sonja Tobiessen	Special Education Teacher (.5)
Alicia Besh	Teacher's Assistant
Paula Achenbach	Teacher's Assistant (.475)
Larisa Myers McCoin	Teacher's Assistant (.475)

2006-2007

Employee Name:	Position:
Shanna Mall	Administrator
Donna Beaulieu	Administrative Assistant (.475)
New Position (TBA)	School Secretary
Rie Kakizaki	Kindergarten One
Margaret Jenne	Kindergarten Two
Jane Rihner	Grade One
New Position (TBA)	Grade One
Jeremy Crawford	Grade Two
Jennifer Harmon	Grade Three
New Position (TBA)	Grade Three
Alexandra Siy	Grade Four
Arthur Harmon	Grade Five/Six
Sonja Tobiessen	Special Education Teacher Grades 3-6 (.6)
New Position (TBA)	Special Education Teacher Grades K-2 (.4)
New Employee (TBA)	Teacher's Assistant
Paula Achenbach	Teacher's Assistant
Larisa Myers McCoin	Teacher's Assistant

Student & Staff Enrollment & Mobility Trends 2006-2007

After the 2006 March lottery, Winterberry had a list of 195 students who had been drawn in our lottery for the 2006-2007 school year. Of these students, 187 confirmed their space in our school by the end of June and fifteen were on the waitlist for our kindergarten classes. Winterberry arranged meetings in the park and organized play engagements for our new and returning families.

Our building was under construction during the summer of 2006 in order to enclose the steel required for the seismic upgrade. Winterberry gained two new classrooms, a movement room, a main office space, and a larger foyer. Per usual, the building construction was running behind and it required a rather aggressive approach by our APC and a parent volunteer to get the building finished to the standard required for opening. On August 18, 2006 our conditional certificate of occupancy was issued and we were able to open our doors on the first day of school even though the crews worked until midnight getting the school ready.

On the first day of school, August 22nd Winterberry had 158 students. The table below shows both the beginning enrollment number on the first day of August and the enrollment number on the last school day of each month:

	Enrollment
August 2006	158
September 2006	162
October 2006	163
November 2006	155
December 2006	153
January 2007	149
February 2007	151
March 2007	149
April 2007	147

Registration was much smoother this year as we had full computer access and were in our building. Fluctuation in enrollment was primarily due to families moving out of the state of Alaska. Other families were not convinced that a school using Waldorf-methods was the best choice for their children. Overall our retention rate was much greater than last year providing a stable environment for our students, teachers, and community. Enrollment in grades K-2 was frozen early in the year as Winterberry's 2007-2008 plan involves combining our two kindergarten classes into one grade one and our two grade one classes into one grade two. Winterberry is also reworking our grade seven curriculum so that our current grade five/six class can continue on together for grade six/seven during the 2007-2008 school year.

We have completed the first of two projected lotteries for the 2007-2008 school year. We have also held a pre-registration event where we were able to meet with our incoming families to further communicate the vision, mission, and expectations at Winterberry. During this time families were encouraged to fill out school paperwork and pay their children's fees for the upcoming year that will increase by twenty-five dollars to a total of fifty dollars per child. This fee helps to offset the cost of some supplies and activities necessary for each child to complete their main lesson work. It is the intention to increase this fee twenty-five dollars each year for a maximum of one-hundred dollars per child each year. The current per child cost for these supplies averages our school \$175. Scholarships and payment plans are available to assist families when necessary.

Grade	Returning	Confirmed	In Progress or Wait listed
Kindergarten	2	40	8
Grade One	29		13
Grade Two	26		16
Grade Three	22		5
Grade Four	15	3	
Grade Four	14	3	1
Grade Five	18	2	5
Grade Six/Seven	18		3
TOTAL	144	48	49

Staff Information

2006-2007

Employee Name:	Position:
Shanna Mall	Administrator
Donna Beaulieu	Administrative Assistant (.475)
Rie Kakizaki	Kindergarten One
Margaret Jenne	Kindergarten Two
Leslie Mayer	Grade One
Jane Rihner	Grade One
Jeremy Crawford	Grade Two
Jennifer Harmon & Maria Allen	Grade Three
Madelyn Tyson	Grade Three
Alexandra Siy	Grade Four
Arthur Harmon	Grade Five/Six
Sonja Tobiesen	Special Education Teacher (.7)
Gordon Howell	Teacher's Assistant
Lois Sorenson	Teacher's Assistant (.475)
Larisa Myers McCoin	Teacher's Assistant (.475)

2007-2008

Employee Name:	Position:
Shanna Mall	Administrator
Donna Beaulieu	Administrative Assistant (.475)
Paula Achenbach	School Secretary
Rie Kakizaki	Kindergarten One
Margaret Jenne	Kindergarten Two
Leslie Mayer	Grade One
Jane Rihner	Grade Two
Jeremy Crawford	Grade Three
Maria Allen	Grade Four
Madelyn Tyson	Grade Four
Emily Becker	Grade Six/Seven
Arthur Harmon	Russian

Sonja Tobiessen	Special Education Teacher Grades 3-6 (.7)
Gordon Howell	Teacher's Assistant
Lois Sorenson	Teacher's Assistant
Sharon Theroux	Teacher's Assistant (.475)
Andrea Kelley	Teacher's Assistant (.475)

Student Achievement

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.

When applicable, Winterberry Charter School staff will conduct Student Success Team (SST) meetings that include the parents, teachers, and other individuals who are part of a particular child's support network in order to help improve performance. We are especially committed to working with such students in order to keep all students together with their peers of the same age group. The Waldorf based Whole Child Curriculum approach avoids retention or skipping a grade for purely academic reasons. However, because the curriculum is developmentally based it is crucial that all children are developmentally ready to begin grade one. This may mean that the family is offered the opportunity to keep their child in Kindergarten for a second year to allow the child to fully mature before moving on to focused academics. The final decision always belongs to the family and our teachers will work together with families to choose what is best for each individual child. Below is an example of the SST form created by Kim John Payne, M. Ed. and used by WCS staff:

The Student Success Team Meeting Overview (Sent to Participants PRIOR to SST meeting)

Welcome to this overview. This process has been a cornerstone of our practice in further building a "village" around a child. Our aim is to create a warm, trusting and simple environment around the child so his or her resiliency will be ever more strengthened.

Usually present are the Parent(s) or Guardian(s), Teacher(s), and the Facilitator. If a child is receiving extra help, the helper is warmly encouraged to attend. If a supportive friend of the parents and/or a grandparent can be present it is also very helpful. This is our village and we welcome you all.

Preparation:

So that you can see our process you have been sent this overview. The facilitator will, or already has, contacted you to briefly walk you through the meeting. We wish to shape our meeting to your needs so in this preliminary conversation you will be asked about your hopes and concerns for the upcoming gathering.

THE MEETING:

OVERVIEW (10 minutes approx.)

- Welcome and introductions.
- Simple Overview of Process.
 - o Looking Back (e.g. remembering other meetings/conversations held)
 - o Preview. In this meeting we will.....
 - Explore areas where simplifying might be possible and areas where we can build on success.
 - Make a “do-able” simplification plan.
 - Meet up again in 6 – 8 weeks to see how things are going.
- What are our hopes for this meeting?
- Notes are being taken so we can look back next time we meet. A copy will be given to everyone present. They are not for the child’s permanent file.

OBSERVATIONS (20 minutes)

We will develop a picture of the child in the care environment and home life with emphasis on when in the daily rhythms do these qualities display themselves.

In the home....

Areas of Success Challenges

In the school...

Areas of Success Challenges

MOVEMENT – Reflection – Change (15 minutes)

Ideas are brainstormed.

- How can we build on what is already working and is rhythmical and simple?
- Having targeted two or three simplicity strategies we may do a “Imagined Outcomes” exercise where we explore what we can look for if these changes are made?

REALITY – Practicalities (15 minutes)

- We will prioritize ideas and place them on the time line.
 - o What seems possible now and what is more possible in the future.
 - o Organize a time to meet in 6 – 8 weeks.

Notes from a Student Success Team Meeting

Date:

Present at this meeting:

Notes taken by:

5. Overview

Hopes for this meeting: (5 minutes)

Each person’s hopes are noted.

6. Observations

General Observations: (20 minutes total)

A picture of the home and school life with emphasis on when in the daily rhythms do these qualities display themselves.

At Home:

Areas of Success.

Challenges

At School:

Areas of Success.

Challenges

Extra Help/Therapeutic Environment:

Areas of Success.

Challenges

7. Movement

#3 Part One: “What if...?” (15 minutes)

Is this part of the meeting we try to will brainstorm ideas to build on the strengths and address the challenges.

At Home:

happen?

Who will help this

(initials beside idea)

In School:

Extra Help:

#3 Part Two: Imagined Outcomes: (5 minutes for brief statements)

Now we take a brief moment to consider how the home or classroom will be if these challenges are not made and alternatively if these changes are put into practice.

Without changes...

With changes...

School:

Without changes...

With changes...

8. **Reality** (20 minutes total)

What is the most “doable” of these ideas?

What support do you need to make this happen?
(e.g. phone numbers, referrals, regular brief check-ins?)

Have we moved in the right direction to fulfill your hopes for this meeting?
Each person’s hopes are reviewed by the facilitator.

Time Line:
Place the targeted changes on the time line.

WKS:1234.....5.....6.....

Date of follow up Meeting is:

Initialed: (Teacher)

Parent(s) or Guardian(s)

Other helpers

STUDENT SUCCESS TEAM MEETING (Form 2)

NAME:

DATE:

ATTENDING:

STRENGTHS/PREFERENCES:

KNOWN AND SUPPLEMENTAL INFORMATION:

CONCERNS AND NEEDS:

PAST AND PRESENT SUPPORT:

NEW SUPPORT STRATEGIES:

OFFERS, COMMITMENTS, REQUESTS; TIMEFRAME:

Exceptional Students

Winterberry Charter School will ensure that each individual student's needs are met and that all students will be challenged to achieve their potential. Inherent in the Waldorf Methods based curriculum is the opportunity to stimulate each child's learning needs. Students who show high ability in one area will be provided with enriching activities within the classroom. The activities will focus on expanding the student's course work, divergent thinking, analysis and logic providing them with the opportunity to lead and be lead. Every effort will be made to offer extra-curricular activities to meet these student's needs taking in mind also balancing the student's skills across the curricular disciplines. The student who may exceed in one area (math), may show challenges in another (handwork skills), the goal of the Waldorf-Methods curriculum is to bring a balance of these skills within the student's abilities. Battle of the Books is offered on a competitive level beginning in grade five. Students and families in other grades are encouraged to read and discuss books together and are able to conduct book clubs on site after school. Student in grades four and up are able to work on the school newspaper *WinterWords* a monthly, student-generated publication. Parents and staff have also offered after school activities including puppet making workshops and singing. Our staff continues the dialog regarding after school movement clubs including cross country running, skiing, and soccer.

Special Education Plans

Winterberry Charter 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.

WCS recognizes the importance of providing educational opportunities to all students regardless of physical challenges or special needs. To that end, WCS pledges to work in cooperation with ASD. WCS will adhere to all laws effecting individuals with exceptional needs, including all provisions of PL 94-142 of the American 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. WCS will not discriminate against any student based on his or her disabilities in accordance with Free, Appropriate Public Education (FAPE).

WCS 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 WCS will be employees of WCS or ASD. A WCS 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 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.

Students with Exceptional Needs

Winterberry Charter School (WCS) intends to function as a “public school within the Anchorage School District that granted the charter”. As a school under the umbrella of the ASD, WCS will adhere to the federal and state law put forth for special education by providing Free Appropriate Public Education (FAPE), Least Restrictive Environment (LRE), Disability, Special Education, and Related Services. WCS will be responsible for following the ASD special education procedural guidelines for 1) referral, 2) identification 3) evaluation and, 4) development and implementation of the Individual Education Plan (IEP). WCS will use the ASD criteria for determining student eligibility of services. At the time of the eligibility meeting or admission of a special needs student, the special education team will decide whether the students needs can be best met at Winterberry Charter School or may be better met through another program within the ASD.

Fiscal Responsibilities for Special Education Issues

WCS has elected to be a public school within 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 WCS. WCS will be responsible for providing its own special education services and instruction to the students it serves. WCS 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 WCS the student will receive these at their own neighborhood school. WCS will hire a part time special education teacher and a full time teacher assistant. WCS 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. WCS will participate with ASD in order to facilitate due process procedures whenever necessary.

Nonsectarian Statement

Winterberry offers a nonsectarian, multi-cultural curriculum. In this curriculum, a variety of cultural traditions throughout history are presented through story meeting the children at each developmental stage. World traditions and religions are examined through the context of history, and are connected to the curriculum, allowing students to gain a deeper understanding of mankind’s evolution over time.

Staff Development

Winterberry teachers and administration continue to participate in Waldorf training through various universities programs and conferences. This training will continue and teachers are asked to submit a training proposal for the upcoming school year beginning on the first Monday in December and ending on the last Friday in January. As a staff we will begin book studies beginning in January of 2008. It is our intention to increase our shared body of knowledge thus increasing our ability to come to consensus and to fully align our procedures and policies with the vision and mission of the school.

Winterberry administration and APC are committed to keeping teacher training a top priority and will continue to allocate available funds to help teachers pay for their professional development using the following priority scale:

- 1) training leading to full Waldorf certification
- 2) training to benefit the entire school population
- 3) training intended to benefit an individual class or individual teachers

When possible, the administration and APC will allocate funding for both school and teacher Waldorf mentors. Preferred mentors will have both private and public experience allowing them to bridge the gap between the two allowing for a deeper understanding of how Waldorf methods can be successful in the public sector. During the past two years we have hired George Hoeffcker and Donna Burgess to assist our school in this manner. Below are the recommendations from each visit:

Spring 2006

WINTERBERRY CHARTER SCHOOL COMMUNITY RETREAT: A STRENGTHS-BASED APPROACH TO SCHOOL DEVELOPMENT USING APPRECIATIVE INQUIRY

April 19, 20, 21, 2007

Anchorage, Alaska

PART ONE SUMMARY OF THE PROCESS

Winterberry Charter School is a public charter school using Waldorf curriculum and methods and authorized by the Anchorage School District (ASD). Their relationship with ASD is a positive one and is facilitated by the WCS administrator and an official ASD liaison. The school serves over 150 students with two kindergartens and grades 1 through 6. The plan is to offer a seventh grade next year and to have enrollment increase to 180. Although there is only one Waldorf trained teacher (kindergarten), the staff is enrolled in Rudolf Steiner College's Community Learning Center program and is receiving training under the direction of Astrid Schmidt. The Academic Policy Committee (APC) serves as the governing body for the school and is advisory to ASD. The Faculty and the Winterberry Parent Guild (WPG) make up the other two leadership teams of the school. The school has been in operation for two years and is supported by a dynamic community of parents, teachers and staff.

Hoeffcker Burgess Consulting (HBC) was engaged by Winterberry's Academic Policy Committee to assist the leadership team of the school in their review of shared values for the purpose of enhancing

alignment. Clarification of communication and decision-making practices at the school and a review of overall organizational strengths and capacities are also important considerations as the school prepares to take the next steps in its development.

Prior to our visit, we reviewed the school's charter documents and other key documents as well as preliminary profiles of the school received from the administration. Several Key Result Areas (KRAs) were identified by the Administrator of the school prior to our arrival and were confirmed subsequently during our interview process with twelve leaders within the school community. These KRAs were:

1. To identify ways to improve the clarity and quality of internal organizational communication and decision-making processes;
2. To build on core strengths of the founders to cultivate a deepened and more widespread understanding of the mission and vision of the school thus increasing a sense of ownership of that mission and vision among faculty and parents.
3. To broaden participation at all levels of the school's operations.
4. To articulate, affirm and focus core strengths of the faculty regarding what they are currently contributing to the program while they are becoming more familiar with the Waldorf curriculum and Waldorf methods which are appropriate for public school.

Once at the site, our process began on Thursday, April 19 with a 30 minute phone interview with the ASD liaison. We then were introduced to the faculty over lunch and conducted a 90 minute session with the faculty in the afternoon.

WORKING WITH THE FACULTY

After introductions, the faculty was given brief presentations on Appreciative Inquiry (AI) and the "Power of Image," uniting the basis of AI with one of the core elements of Waldorf education, i.e., teaching through the use of images. The faculty was also introduced to Allenbaugh's model of "Principled Decision Making" including concepts such as:

- ∞ putting content into context
- ∞ testing for alignment of principles/values through the "three P process" of decision-making (P1- Principles, P2- Process, P3-Priorities)
- ∞ dialogue and discussion and their roles in group conversation, information sharing and decision making

The faculty was then asked to respond to the following open-ended questions:

1. Share one thing that you value about yourself as a teacher.
2. What does your understanding of Steiner's concept of "loving self-evident authority" look like in practice? Give as detailed a picture as you can.
3. How do you know when "deep learning" is taking place within your student(s)? What images arise for you when you picture this taking place within one of your students?
4. Share something that you value about the colleague sitting next to you .

OBSERVATION OF ACADEMIC POLICY COMMITTEE MEETING

Thursday evening's observation of the APC meeting, attended also by the district liaison and members of the school community, provided opportunities to witness group interaction and process dealing with current school issues.

PRELIMINARY INDIVIDUAL INTERVIEWS

In order to discover our "positive topic of inquiry" given the needs and concerns of the school, a day-long interview process was conducted on Friday with 7 members from the APC, 2 parents at-large, a representative from the Parent Guild and an administrative staff member. Each interviewee was asked the following questions and their confidential answers were used solely by the consultants to inform their creation of the "positive topic of inquiry."

1. What do you most value about your experience with Winterberry Charter School?
... about your child's experience?.. your family's experience?
2. What are the "core strengths" that you experience in the school community that enabled it to be successfully founded? What are some core strengths that have sustained the school over the past two years?
3. Without being humble, tell us about some strengths and talents that you have and would like to contribute to the school for its continued success.
4. What are three wishes you have for the school for the next year? Things that would enable it to become an even more vibrant center of "inspired learning" (taken from WCS's 14 points on "Inspired Learning")?

THEMES THAT EMERGED FROM PRELIMINARY INTERVIEWS

1. Unanimity and clarity of founders' vision.
2. Vision, commitment and perseverance have been critical to the school's success.
3. When and how for the founders to "let go," both an individual and organizational question.
4. The need for clear, respectful, transparent communication throughout the community.
5. The teachers are greatly appreciated; the community wants to continue supporting their training.
6. The school is currently engaged in a "balancing act:" balancing the desire to be small with the need to be financially sound; balancing the desire to grow in enrollment with need for adequate space for all.

WISHES

1. A beautiful space that is large enough and has adequate areas for play.
2. More staff support for teachers and administration
3. More opportunities for the whole community to come together; more times when faculty, administration and APC come together.

COMMUNITY WORKSHOP USING APPRECIATIVE INQUIRY

Inquiring into Exceptionally Positive Moments

On Saturday, 24 members of the Winterberry Charter School community who are deeply engaged in the life and leadership of the school, met from 9:30am until 6:30pm to inquire into the topic of "Building on the Strengths of Our Founding Vision." They began the morning by participating in paired interviews (see below) and engaging in dialogue and discussion around common themes that

were generated through the interviews. The group inquired into exceptionally positive moments in their experience with the school and shared stories and identified “life-giving forces” at work within the school.

Clearer communication within the school, more transparency around decision-making processes within the governance of the school and deepened commitment to the mission and vision of WSC were some of the most “high energy” themes that emerged from the interview process. The afternoon saw the creation of “innovation teams” with individualized mission statements and designs for “well-formed outcomes”(images of preferred futures) including time frames, measures of success and elements that are resources at hand as well as those that may still be needed. Each group reported their results in the ending plenary session.

We started the morning with a verse from Rudolf Steiner called “The Social Motto”:

“The healing social life can be found
when in the mirror of each human soul
the whole community finds reflection
and when in the community the virtue
of each one is living.”

At key junctures throughout the day, HBC shared theoretical foundations on the use of AI as a method for creative systems transformation and described aspects of charter school development:

1. “Core Principles of Appreciative Inquiry,” from Whitney and Trosten-Bloom :

- ∞ Constructionist Principle: “human systems evolve in the direction of the images they create based on the questions they ask as we strive to understand the dynamics at work”
- ∞ Principle of Simultaneity: “change begins the moment we ask the question”
- ∞ Anticipatory Principle: “our behavior in the present is highly influenced by the future we anticipate”
- ∞ Poetic Principle: “just as poets have no constraints on what they can write about, we have no boundaries on what we can inquire into and learn from”
- ∞ Positive Principle: “the more positive the questions used to guide the change process, the more long-lasting and effective that process will be.”

2. The importance of transitions from Idea to Form and Function in the three “classic” stages of charter school development:

- ∞ Pioneer Stage
- ∞ Implementation Stage
- ∞ Settler Stage

MODIFIED INTERVIEW GUIDE FOR WINTERBERRY CHARTER SCHOOL

Positive Topic Of Inquiry: “*Building On The Strengths Of Our Founding Vision*”

1. In each of our lives there are moments when we feel really good about the work we are doing and what we are contributing to others. As you think back over your time at WSC, tell me a story about one of those special moments when your work as a member of the school community was especially meaningful and satisfying.

- ∞ What made it a deeply meaningful experience for you?

- ∞ What was happening at the time in the life of the school community?
- ∞ What were you doing?
- ∞ What were others doing?
- ∞ What was the quality of interaction between you and others you were working with?

2. Without being humble, tell me what you value deeply about yourself as a member of this school community.

3. In initial work with parents and teachers, three qualities were identified which have been critical to the school's founding and success in its first two years of operation: strong vision, commitment and perseverance. Please tell me a story about a time when you experienced these qualities in action in yourself or others in the service of Winterberry School.

- ∞ How were these qualities supported by others?...by your peers?...by the administration?...by the APC?...by the Parent Guild?

4. In preparation for today, time and again people expressed their strong desire to be meaningfully included in the life of the school, to feel "connection," to be working together effectively on common goals. Please describe a time, in your experience with the school, when you felt "part of the team", when you experienced support in working with others towards a common goal.

- ∞ What contributed to your sense of connectedness and inclusion?
- ∞ How was information shared?
- ∞ How were decisions made?

∞

5. What are your expectations of the school in the future? In your view, what are the expectations of the school community?... the larger Anchorage community?

6. What is the core factor that gives life and vitality to the school- one thing that is important for the community to build upon as the school moves into the future?

7. In interviews with parents and teachers, three core wishes for the school emerged:

- ∞ A beautiful space that is large enough inside and out and has, especially, adequate areas for play
- ∞ More staff to support the teachers and the Administrator
- ∞ More opportunities for the whole community to come together, including times for the faculty, the APC and the administration to come together.

Do you have another wish for the school that you would like to express?

In the afternoon, "innovation teams" formed around various "high energy" themes. The instruction was for the members of the group to only take up a theme that was truly inspiring to them. Some teams only had one member. Some members shifted out of one team and joined another or created a new team. All teams were asked to follow, to the extent they were able, the following guidelines for creating "well-formed outcomes:"

CREATING WELL-FORMED OUTCOMES

1. Please create an image or metaphor (a picture, diagram, poem, word portrait, etc.) that depicts the work of your Innovation Team.

2. Please write a brief “mission statement” for your team.
3. Please create a vision statement describing what your Innovation Team will have accomplished by May 2008 (hint: use the senses in your description –what will you be able to see, hear, touch, feel?)
4. What are the steps your team needs to take in order to actualize the team’s vision?
5. What resources do you have within your team to accomplish your intended outcomes? What resources do you need?
6. What is the next step that your Innovation Team needs to take?
7. When is your next meeting scheduled?

Saturday ended at 6:30 with the whole group sharing reflections on the day’s time together. One of the participants volunteered to record the entire list of “high energy themes” that were generated by the four small groups earlier in the day and which helped to shape the formation of the Innovation Teams. HBC requested that a representative from each Innovation Team send the results of their work on well-formed outcomes to the administrator by email.

PART TWO

HBC OBSERVATIONS, SUMMARY AND RECOMMENDATIONS

The Winterberry Charter School community has a dynamic core group of parents, teachers and staff who have achieved remarkable results in just the two years of their operation. They have over 150 students and have developed a strong, positive relationship with their authorizing district as well as the broader community of Anchorage. They are embarking on the next step in their school’s development by seeking to clarify their mission and refine their vision to reflect the needs of the school as it progresses into its third year and continuing on into the future.

REPORTED/OBSERVED ASSETS

- ∞ Strong, positive relationship with authorizing district (ASD)
- ∞ According to the district liaison, parents, faculty and administrative staff provide valued evidence of ASD’s commitment to parents’ access to “high quality schools of choice” within its district
- ∞ District liaison expresses confidence that the children are learning and will be prepared for all mandated federal and state testing
- ∞ Administrator’s tenacity, drive and work ethic promotes confidence in the school by ASD
- ∞ Unique and compelling philosophy and educational model
- ∞ Parents report that their children are enthusiastic about going to school
- ∞ Highly motivated and committed faculty and staff that work together well
- ∞ Faculty committed to ongoing training in Waldorf education theory and practice (5 weeks of training per year; 3 at Rudolf Steiner College in July; 2 in Anchorage, RSC Community Learning Center)
- ∞ Downtown, high profile location
- ∞ Founders’ vision and their determination to “see it through” and their ability to motivate others to join the endeavor
- ∞ Highly dedicated, determined, adaptable core leadership with similar vision

- ∞ The school's "Inspired Learning-14 Points" document provides a detailed vision of the aims of the school and sets high standards for performance
- ∞ Highly supportive parent body
- ∞ Highly motivated and effective Parent Guild
- ∞ School leaders take the initiative to engage in a school self-review
- ∞ Administration and APC are taking necessary steps to operate within a balanced budget
- ∞ Evidence of "servant leadership" in practice

REPORTED/OBSERVED CHALLENGES

Facilities:

- ∞ a steady increase in numbers of students causing the need for more internal and external physical space;
- ∞ lease renewal negotiations currently underway may limit, to some extent, facilities options for the immediate future

Program:

- ∞ implementing a Waldorf curriculum using Waldorf methods when only one faculty member is a fully trained Waldorf teacher presents a challenge; ongoing training remains a top priority
- ∞ increasing support services for faculty and administrative staff

Governance:

- ∞ finding ways to create more opportunities for all members of the school community to participate meaningfully in as many levels of school life as possible while maintaining a clear commitment to the founding mission and vision of WCS;
- ∞ strengthening and clarifying channels of communication, procedures for decision-making, and lines of accountability and authority;
- ∞ need to revise and update charter school by-laws to reflect current and desired policies, procedures and practice

Funding:

- finding ways to fund more staff, specialty programs, site development and outreach programs

PART THREE

SUSTAINING AN APPRECIATIVE APPROACH TO WINTERBERRY CHARTER SCHOOL'S DEVELOPMENT AS AN OUTSTANDING WALDORF METHODS CHARTER SCHOOL

"When people focus on human ideals and achievements, peak experiences, and best practices, these things-not the conflicts or deficits-tend to flourish" (Mohr/Watkins)

HBC RECOMMENDATIONS

1. Officially recognize the "Innovation Teams"(ITs) created during the April '07 community retreat, along with their various missions and goals, as "Administrative Committees" under

the mandate of the Administrator of the school. Have the ITs make regular, brief written updates to the Administrator on their progress and needs. These reports could become folded into the Administrator's regular reports to the APC.

2. Establish, by APC resolution, that all standing committees for the school, except those belonging to and maintained by the Parent Guild, become "Administrative Committees" under the supervision of the Administrator. This can clarify lines of communication, expedite information flow and assist the administrator in the accomplishment of her tasks.
3. Continue to invite all people affiliated with the school to join the process of helping WCS take the next steps in its development as a "vibrant center of inspired learning" by holding retreats, creating community "forums", continuing to invite experts on Waldorf education and charter school development to speak to the school community as well as interested members of the greater Anchorage community, (including special efforts to invite school district leaders).
4. Create an administrative committee made up of a representative from the APC, the faculty, the Parent Guild and a parent at large (4) with oversight from administration, to update and revise the charter school's by-laws to reflect current best policy, procedures and practices. Start the process by June of this year. Take several months to complete the task if necessary. HBC will provide the administration with well crafted models used by other Waldorf methods charter schools.
5. Mission and Vision: During the by-law revision time, the APC could assist and support by establishing a short time at each meeting (20 minutes) to acknowledge and celebrate current WSC best practices and achievements. This could serve as foundational work for a new and more explicit school mission statement and help to keep alive the powerful entrepreneurial spirit that enabled the school to be founded initially.
6. Communication: Keep current with communication of feelings and needs. Commit to direct communication at all levels of the organization. Support and encourage the IT that is working on communication flow. Establish clear avenues for creative conflict resolution within APC meetings so that no one ever leaves a meeting angry at another participant or at the "school community."
7. APC Meeting Format: Follow agreed-upon procedure during APC meetings to become more efficient with your time. It is a good idea, for example, to follow a version of "parliamentary procedure," to ensure that if your processes are ever challenged or if crucial decisions come into question as to their origin or legitimacy, there is a clear and legal record of the proceedings. Because the APC is mandated by the state to comply with "open meeting" laws, a formal structure-one that is recognized by your authorizer and other outside agencies-is good practice. The process you choose does not have to be "stiff" or unduly formal nor compromise the collegial and collaborative ideals of working together at the school. A warm, yet business-like, even a conversational atmosphere (as long as it is on task) can still be maintained. The group can still embrace the consensus model decision making. Many Waldorf- methods schools use the consensus model of decision making in faculty as well as in their board meetings. They then follow up the action with motions, seconds, further discussion and vote-for the official record. This is particularly important for all "board resolutions" when actual ayes and nos must be recorded in the minutes.
8. APC Agenda Format: When forming the APC agenda, include the use of the words: *information* (when the item will not be discussed or up for vote); *dialogue* (when the APC wishes to provide time and space to have an internal conversation in order to explore values, core issues surrounding a topic without the pressure to act); *discussion* (when it is necessary to discuss a matter for the purposes of coming to a decision); *action* (obvious).

When items on the agenda are accompanied by these notations it clarifies what is expected around the interactions of the group as well as providing a sense for the timing and “rhythm” of the meeting. Lastly, place “*public comment*” toward the beginning of the meeting right after “approvals”. Limit each person to three to five minutes. You can always bring public comment back if it will help or (is wanted by the public) to inform the APC further on a specific item later on.

9. The Winterberry Parent Guild, as currently constituted, has a dual function: to provide leadership in creating the customs and culture of the school and to support the economic health of the school through fundraising activities. HBC recommends that the Guild establish well-defined committees to take leadership in the development and oversight of activities in these two distinct areas of operation.
10. Since the APC is really a “site-based” governance board acting in an advisory capacity to the ASD and dealing with more than “academics” (eventually the realm of the faculty), including issues pertaining to the rights sphere as well as the overall economic health of the school, a name change may be an appropriate action to consider. A changed name could further clarify roles throughout the leadership bodies of the school, e.g.
 - ∞ Governing board (now the APC, but whatever you choose to call yourselves) assumes the leadership role for the *fiscal accountability and for the legal and rights spheres*
 - ∞ Faculty assumes leadership (as it becomes more experienced in implementing Waldorf curriculum and methods) for *pedagogy and program development*
 - ∞ Parent Guild (as it stands now) provides leadership and support in the *social/ cultural sphere and economic support for the school programs*
11. We strongly recommend that each Innovation Team take the time to complete the handout on “Well-Formed Outcomes” that they received at the workshop.
12. As a follow-up to the initial AI process, we recommend that one volunteer who participated in the workshop track the progress of this process through time. This could take the form of brief monthly reports to the Administrator on the ongoing work of the Innovation Teams, occasional articles in the school newsletter to keep the community connected with the work of the ITs, a twice yearly overview of all the work following out of the AI workshop and tracking of any new initiatives that have been stimulated by the AI process. This tracking work could provide an excellent foundation for the development of a strategic plan for the school.
13. We recommend that in January of 2008, the leadership of the school begin work on a strategic plan (for both a three year and a five year timeline).
14. We recommend that some of the follow-up consultation time (two hours) that is included in our contract be scheduled with the Administrator to share our experience in forming well-oriented staff hiring teams.

Fall 2007 Visit:

HOFFECKERBURGESS CONSULTING
REPORT ON SCHOOL VISIT OCTOBER 29-NOVEMBER 2, 2007
WINTERBERRY CHARTER SCHOOL, ANCHORAGE, AK

SUMMARY OF VISIT:

George Hoffeecker and Donna Burgess of Hoffeecker Burgess Consulting (HBC) were invited to Winterberry Charter School for the week of October 29-November 2 for a “whole school consultation” and follow up to the community retreat which they led in April 2007. During that week, George observed the majority of the school’s teachers in their classrooms and met with teachers individually to share his observations and coaching suggestions. Each teacher whom George observed also received a written report with his comments and recommendations. Donna and George attended meetings of the Faculty, the WPG, and several committees, made an evening presentation to the school community and met with individual members of the office staff, parent body, Board, Faculty and Administration and reviewed many school documents. What follows is a report on observations that we made during our visit and a series of recommendations. These recommendations are made in the spirit of building on the considerable strengths that Winterberry Charter School currently demonstrates and examining ways to enhance the school’s opportunities for continued success as it takes the next steps in its development.

REPORTED/OBSERVED STRENGTHS:

- ∞ Faculty members are continuing their commitment to ongoing training in Waldorf education.
- ∞ Faculty are receiving financial support from the Administration to continue their training.
- ∞ The school “enrichment program” has become a licensed day care provider.
- ∞ The Russian language program and the strings program are now carried by Specialty teachers.
- ∞ The WPG has received its 501C3 status and is working to define clear fundraising guidelines and goals.
- ∞ The school’s bylaws are being updated and revised “to reflect current best policy, procedures and practices” as HBC recommended in April 2007.
- ∞ Under the proposed new bylaws, the APC will be expanded and include formal representation from the parent body, Faculty and WPG.
- ∞ The Administrative staff has been expanded to include a part-time Business Manager position.
- ∞ Space reorganization and recent painting of the walls have contributed to a “bright new look” for the school.
- ∞ Enrollment is at 171 children, six more students than the ‘07/’08 budget was based on. As a result, the school will be receiving additional funds from the Anchorage School District.

REPORTED/OBSERVED NEEDS, OPPORTUNITIES AND RECOMMENDATIONS:

GOVERNANCE:

- ∞ Under the proposed new bylaws, four new positions will be created on the APC; some current board members may wish to be replaced when their terms expire.

Recommendation: To ensure an orderly and effective expansion of the APC, HBC recommends holding a board development retreat over the winter holiday break or very early in the second school semester. The purpose of this retreat would be to develop a clear set of expectations for incoming board members based on a review of current board values and practices and including desired values, practices, roles and responsibilities going into the future. The school is fortunate

to have a skilled facilitator trained in Appreciative Inquiry who has offered to volunteer her time to conduct this retreat (Lisa Gravel).

Recommendation: Once the Board increases in size, establish administrative committees with a Board member as the head of each committee who then attracts other parents or community members to serve with him. Review the scope and membership of the Innovation Teams that were formed at the April community retreat to determine if any of these Teams should metamorphose into administrative committees of the Board. The heads of these committees "report" to the Administrator.

- ∞ Current APC minutes are lengthy and record dialogue on many topics as well as detailed discussion that is not related to action items on the agenda.

Recommendation: Minutes of school governance meetings need to comply with standard formatting, reporting on each agenda item according to its purpose, i.e., information only, discussion only or action. If an information item is lengthy or complex, a written report should be presented and attached as an addendum to the minutes. On a discussion only item, rather than recording the details of the discussion, just the topic or the nature of the discussion is recorded. All actions need to be duly noted indicating who made the motion, who seconded the motion and the record of the votes. It is not necessary or advisable to record the dialogue that precedes a discussion or an action. HBC will forward samples of well-formed meeting agendas and minutes to the APC.

FACULTY

- ∞ The Faculty currently engages in a "child study" if a teacher requests that her colleague assist her in developing insights about how better to meet the needs of a particular child in her class.

Recommendation: In addition to conducting child studies, HBC recommended to the faculty that they also employ the student support intervention known in California as the SST: "student success team" or "student support team." As described to the Faculty, this format includes the primary teacher, the parents(s), and any additional teachers, family members or professionals who have an interest in participating. It is important to note that this is not considered a Special Education intervention and that the Special Ed or RSP teacher is not required to attend. They may, of course, attend if they have insight into a student's needs that they wish to share. The question of when to hold these meetings is a subject that needs to be discussed and decided upon together by the Faculty and Administrator. HBC supplied the faculty with a suggested format for conducting SST meetings.

- ∞ Faculty expressed a need to develop an integrated approach to establishing and supporting common goals for classroom and playground behavior. During a meeting with the Faculty, George and Donna facilitated the beginning of a process to develop a common approach.

Recommendation: HBC recommends that the faculty continue the process begun during the week of October 29 and utilizes the skilled facilitation of Lisa Gravel.

- ∞ A number of teachers expressed frustration with the current decision-making process within the Faculty. Two main sources of frustration were identified: continuing dialogue about an

issue over a long period of time without coming to a clear decision and “rescinding” decisions that have been made.

Recommendation: We recommend that in Faculty meetings, teachers practice the dialogue/discussion/decision model that HBC reviewed and illustrated.

- ∞ Some Faculty members expressed a need for more clarity around expectations for their participation in school-wide events, meetings, and other school related work that falls outside of their classroom teaching duties.

Recommendation: Just as the individual class teachers strive to meet the needs of individual students while serving the whole class, it is important for the Faculty as a body to care for the health of each individual class while keeping the welfare of the school as a whole in mind. HBC recommends that the Faculty and Administration schedule a meeting time when questions concerning teachers’ school-wide responsibilities can be addressed and common expectations can be agreed upon.

WINTERBERRY PARENT GUILD:

- ∞ Many parents have shown interest in the WPG this school year and meetings are well attended.

Recommendation: In our view, participation in the Parent Guild has grown to a point where a clear structure for class representation in the WPG would facilitate decision-making and help prepare for expanded WPG representation in the APC. One successful model for designing the structure and function of a parent guild was shared with the current WPG Board for consideration. (See attached SunRidge Parent Council document.)

- ∞ Todd Robicheaux, current WPG Board President, expressed a need for a meeting format that could help him to organize meetings more effectively.

Recommendation: Two examples of successful Parent Council meeting formats were shared with Todd for his consideration.

- ∞ HBC observed that parents attending the WPG fundraising meeting had many good ideas to share for activities, programs and events that could bring additional funds to the school.

Recommendation: To effectively utilize the ideas, time and energy of Winterberry parents who want to help in raising money for the school, HBC recommends the formation of a Fundraising Committee as a standing committee of the WPG. We recommend that all ideas for fundraisers at the school be submitted to this committee which first screens these proposals for their alignment with the guidelines for fundraisers which have been adopted by the WPG and for potential scheduling or other conflicts. One model that has worked well is to accept proposals for the following school year until May and then those proposals that are being recommended by the committee are brought to the full Board of the WPG for approval. Some schools also create a “window” in the fall for accepting some additional proposals for the current school year which can be approved in November.

FINANCES/ADMINISTRATION:

- ∞ The school can expect approximately \$48,000 in additional revenue from the Anchorage School district due to increased enrollment.

Recommendation: HBC recommends that these additional funds be used to hire a full time handwork teacher. We agree with the Administrator that too much of her time is currently being occupied by teaching handwork and that she needs more time to carry out her administrative duties.

- ∞ The Administrator expressed a need for greater clarification of the roles of her current office staff.

Recommendation: The Administrator schedule a meeting soon with the Business Manager and Office Manager for the purpose of clarifying roles, responsibilities and job descriptions. HBC recommends that the Administrator makes a request to Lisa Gravel to facilitate this meeting, if she is available and willing.

- ∞ HBC had several meetings with the Administrator during which we listened to the needs and questions she expressed and made oral coaching suggestions and recommendations based on our extensive school administration experience. We have followed up with a written report to the Administrator reflecting our observations and recommendations.

SITE:

- ∞ In the interest of maintaining a good relationship with the current landlord, one parent recommended that a letter of thanks be sent to Ed for all that he has done for the school.

Recommendation: Many schools that have successful relationships with a landlord have established a formal role of “landlord liaison.” This role is usually filled by someone who is not part of the administration and who is not involved in formal lease negotiations, rather someone who is a good listener and communicator and can hear the landlord’s needs and accurately and fairly represent the school’s needs. If the school chose to create such a volunteer position, the recommended letter of thanks could also be used as an opportunity to introduce this person and their role to the landlord.

Respectfully submitted,

Donna Burgess
George Hofferker
HofferkerBurgess Consulting

5. Admission Procedures

Admission Policy and Procedure;

Calendar and dates:

Winterberry Charter School will submit their calendar to the state each year and will include three Saturday schools to accommodate our yearly harvest event, Winter Fair, and our end of the year Spring Field Day.

Student eligibility criteria:

Winterberry Charter 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.

The application procedure and timelines for admission will be the same as that of alternative programs in 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 Winterberry Charter School and the understated preferences, shall be determined by ASD lottery process. The following will be given preference for admission to the school:

- 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 Winterberry Charter School, all parents will be asked to read the parent handbook and agree to the terms that are identified in the handbook. In addition, students desiring entrance into grades 4-8 will be asked to attend an additional enrollment meeting prior to entering school where the program will be explained in detail and families will be asked to commit to supporting their student(s) further develop areas of curricular weakness.

Winterberry Charter School will request support of the following, as well as other requirements:

- ∞ Encourage active support of the school through volunteering their time and/or other resources.
- ∞ 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.
- ∞ 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 Winterberry Charter 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.

Students with Exceptional Needs

Winterberry Charter School (WCS) intends to function as a “public school within the Anchorage School District that granted the charter”. As a school under the umbrella of the ASD, WCS will adhere to the federal and state law put forth for special education by providing Free Appropriate Public Education (FAPE), Least Restrictive Environment (LRE), Disability, Special Education, and Related Services. WCS will be responsible for following the ASD special education procedural guidelines for 1) referral, 2) identification 3) evaluation and, 4) development and implementation of the Individual Education Plan (IEP). WCS will use the ASD criteria for determining student eligibility of services. At the time of the eligibility meeting or admission of a special needs student, the special education team will decide whether the students needs can be best met at Winterberry Charter School or may be better met through another program within the ASD.

Creating a Diverse School Population

Winterberry Charter School student body will represent the diverse population of the Anchorage area. Student recruitment will represent the diverse population of Anchorage. WCS will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. We shall also keep on file documentation on the efforts the school made to achieve student racial and ethnic balance and the results it achieved in accordance with the commitment made in the application and the standards of charter legislation.

Once established, WCS plans to expand its recruitment efforts to reach all areas of Anchorage. Information about the school will be distributed via brochures and a DVD (still to be produced) in day care centers, local churches, the military bases, optional school fairs and local Head Start facilities. We will also use public service announcements and the newspaper share information about the school. Brochures will ultimately be printed in a number of languages. Our outreach will include networking with school and community agencies.

2005/2006 Enrollment Trends:

Grade	Returning	Confirmed	In Progress or Wait listed
Kindergarten	2	34	11
Grade One	24	9	2
Grade Two	20	2	1
Grade Three	19	10	3
Grade Four	19	3	4
Grade Five/Six	21	2	1
TOTAL	105	60	22

2006/2007 Enrollment Trends

Grade	Returning	Confirmed	In Progress or Wait listed
Kindergarten	2	40	8
Grade One	29		13
Grade Two	26		16
Grade Three	22		5
Grade Four	15	3	
Grade Four	14	3	1
Grade Five	18	2	5
Grade Six/Seven	18		3
TOTAL	144	48	49

2007/2008 Enrollment Trends – As of December 3, 2007

Grade	Currently Enrolled	Wait Listed
Kindergarten	30	10
Grade One	26	20
Grade Two	25	17
Grade Three	25	2
Grade Four	28	0
Grade Five	19	0
Grade Six/Seven	13	0
TOTAL	166	49

6. Alternative Option

This does not apply to Winterberry Charter School as it is a charter school offering school choice to the community. Students who do not choose to attend Winterberry Charter School may attend their local neighborhood school (Denali & Inlet View Elementary), another optional program, or an alternate charter school.

7. Administrative Policies

Winterberry Charter School has adopted all ASD administrative policies and regulations. In addition we have also adopted the following school specific policies:

Winterberry Charter School: Marketing/Solicitation Policy

Intent

Winterberry Charter School wishes to preserve parents' rights to choose what their child is exposed to.

Policy

Winterberry Charter School will restrict the direct marketing of commercial goods, the solicitation by fundraising campaigns, and the recruitment for participation in organizations to those activities, events, and sales which are sponsored by Winterberry Charter School.

Procedure

In no situation may written material or classroom presentations be delivered to students from outside groups, businesses, or organizations that intend to sell a product or recruit participants.

With the approval of the administrator, outside groups may market or solicit to parents through the Winterberry newsletter, parent informational meetings, or written material distributed directly to parents, or to students at the request of their parents.

When considering approval for the above procedure, the administrator will consider the following:

- ∞ Alignment with the Winterberry Charter School's Whole Child Curriculum,
- ∞ Overall benefit to the school,
- ∞ Expressed parent interest, and
- ∞ Expressed faculty interest.

All marketing and solicitation directly to students for Winterberry sponsored activities and fundraising, must be approved by the administrator.

Winterberry Charter School: Re-enrollment Policy

Intent

Children leave Winterberry Charter School for various reasons. If a family chooses to re-enroll in the School, it must be determined that the issues which lead to the original dis-enrollment have been resolved.

Policy

If a past Winterberry student wishes to re-enroll in Winterberry Charter School, the administrator has the discretion to determine if re-enrollment is in the best interest of the school as a whole.

Procedure

In every re-enrollment situation, the family will meet with the administrator prior to registration.

The administrator will make a decision/ recommendation based on the following criteria:

- ∞ the special education enrollment policy,
- ∞ safety and security concerns,
- ∞ student's attendance history,
- ∞ student's over all success during past enrollment,
- ∞ the family's commitment to addressing school concerns.

After meeting with the family and conferring with faculty, the administrator may recommend one of three actions; 1) against re-enrollment, 2) in support of re-enrollment, or 3) re-enrollment contingent upon a written contract with the family.

In the third situation above, the written contract will define what is expected of the family and the school in order for the re-enrollment to continue. It will describe a timeline and action to be taken by the school if the contract is not met.

Winterberry Charter School: Conflict Resolution Policy

Intent

Winterberry Charter School holds the health of its over all community, including the strength of the relationships that make up that community, as an essential piece to providing an education for the whole child. This policy intends to create a process for conflicts, disagreements, and concerns to be addressed openly, respectfully, and fairly, resulting in a stronger community.

Policy

If parents have a request, concern, complaint, or need for clarification around something that is happening in their child's classroom they will first approach the teacher who is instructing the particular class. If they are not able to find resolution directly with the teacher, or if due to the extenuating nature of the concern are not able to approach the teacher, they may bring the concern to the administrator. The Advisory Policy Council (APC) addresses issues of school program and curriculum. It is not the role of the APC to intervene in individual teacher/student relationships.

If a parent has a concern regarding the overall structure and running of the school, they may bring it directly to the administrator without first addressing the concern with their child's individual teacher.

Procedure

Concerns, complaints, or clarification regarding a child's classroom experience

1. Directly tell the teacher of the issue through a phone conversation, e-mail, or in person.
2. Schedule a meeting to discuss the issue in person with the teacher.
3. If resolution is not found, make written contact with the administrator.

Concerns, complaints, or clarification regarding the over all school

1. Directly inform the administrator of the issue through a phone conversation, e-mail, or in person.
2. Schedule a meeting to discuss the issue in person with the administrator.
3. Submit a written description of the concern to the administrator.
4. If resolution can't be found, parent may address an individual board member in writing. The board member will bring it before the full board at an agenda setting work session. The board will decide at that time if they choose to take it up and add it to the agenda for a future full board meeting.

Special Situations

Request to change classes – In general, once placed in a class, students at Winterberry Charter School stay in that assigned class. Changes between classes are only permitted under extenuating circumstances and at the discretion of the administrator.

Concerns/clarifications about the curriculum - Winterberry Charter School follows a Waldorf Methods curriculum. There are many different interpretations regarding what constitutes a Waldorf program. Winterberry Charter School is committed to training its teachers in the Waldorf method through established and reputable Waldorf Teacher Certification programs. Due to the nature of Waldorf education and the freedom it allows its teachers to design lessons that meet the individual needs of the children in any particular class, no two “Waldorf” classrooms will look exactly alike. Parents are encouraged to speak directly with their child’s teacher regarding questions and concerns about the curriculum.

8. Funding Allocation

Current Operating Budget FY2007/08 Executive Budget Summary

Revenue and Support:



ANCHORAGE SCHOOL DISTRICT CHARTER SCHOOL FUNDING PROJECTED FY 0708

	Projected FY 0708 @ 3.64% & \$5,380
Student ADM	165.00
School Size Factor [1]	234.30
Adjusted ADM	234.30
Times: Special Needs Factor	1.2
Total Adjusted ADM	281.16
Times: Student Allocation	\$5,380
Full Implementation	1,512,641
Plus: Quality Grants - \$16/Adj. ADM	4,499
Less: Indirect Cost	3.64% (55,224)
FY 0708 Funding - State/Local:	1,461,916
One-Time School Improvement Grants (\$162.24 per ADM)	26,770
Total State/Federal/Local Funding (Full Implementation):	\$1,488,686

Funding per Student: **\$9,022**

[1] Applied to largest school in district if <150 ADM

Expenses:

Personnel (Includes Salary and Benefits):

Kindergarten through Grade 7 (9 full-time & 1 part-time).....	663,000.00
Special Education Teacher	62,000.00
Personal Leave – Certified/Classified.....	10,000.00
Substitute:.....	50,000.00
OT/PT/Nursing Services	25,000.00
Special Activities Agreements: 20,000 ²	

² The figure is subject to the amount of the various negotiated special activity agreements.

(Movement & Mentors)	
Teacher Asst (3 full-time & 1 part-time):	115,500.00
Administrator:.....	97,500.00
Administrative Assistant:.....	40,500.00
Personal Services Contract (Accountant):.....	24,000.00
Registration/Membership Fees.....	50,000.00
Rent, Parking & Utilities:.....	260,800.00
Liability Insurance.....	12,500.00
Travel out of District	6,866.00

<i>Materials/Supplies:</i>	
Classroom Material.....	30,000.00
Office Materials & Equipment.....	20,000.00
Health Supplies	1,020.00

Total: **\$1,488,686.00**

Proposed Budget

FY2008/09 Executive Budget Summary

Revenue and Support:



**ANCHORAGE SCHOOL DISTRICT
CHARTER SCHOOL
FUNDING
PROJECTED FY 08/09**

	Projected FY 08/09 @ 3.64% & \$5,480
Student ADM	185
School Size Factor [1]	255.90
Adjusted ADM	255.90
Times: Special Needs Factor	1.2
Total Adjusted ADM	307.08
Times: Student Allocation	\$5,480
Full Implementation	1,682,798
Plus: Quality Grants - \$16/Adj. ADM	4,913
Less: Indirect Cost	3.64% (61,433)
FY 08/09 Funding - State/Local:	1,626,278

One-Time School Improvement Grants

Total State/Federal/Local Funding (Full Implementation):

\$1,626,278

Funding per Student:

\$8,791

[1] Applied to largest school in district if <150 ADM

Expenses:

Personnel (Includes Salary and Benefits):

Kindergarten through Grade 7 (10 full-time & 1 part-time).....	773,610.00
Special Education Teacher	66,179.00
Personal Leave – Certified/Classified	10,000.00
Substitute:.....	20,000.00
OT/PT/Nursing Services	25,000.00
Special Activity Agreements: Movement & Mentors	50,000.00
Teacher Asst (3 full-time & 1 part-time):	121,420.00
Administrator:.....	107,213.00
Administrative Assistant:.....	45,149.00
Personal Services Contract (Accountant):	21,000.00
Registration/Membership Fees.....	50,000.00
Rent, Parking & Utilities:.....	277,884.00
Liability Insurance.....	15,000.00
Travel out of District	13,000.00

Materials/Supplies:	
Classroom Material.....	9,823.00
Office Materials & Equipment.....	18,000.00
Health Supplies	3,000.00

Total:

\$1,626,278.00

WINTERBERRY CHARTER SCHOOL
ACADMEIC POLICY COMMITTEE
MEETING MINUTES
NOVEMBER 15, 2007

I. Opening

- A. Social Motto by Rudolf Steiner
- B. Song: 'Tis a Gift to be Simple
- C. Excitement Sharing: children speaking Russian at home, singing in rounds at home, George and Donna's visit in the classroom and George's vast background in Special Education.

II. Approval of Minutes

- A. Correction to last regular meeting minutes in enrollment numbers. Grade 2 should read 25 students. Overall enrollment number for budget 08-09 should read 185.
- B. Consensus to approved corrected minutes.

III. Approval of Agenda

- A. Add approval of staff position on APC.
- B. Consensus reached on agenda with addition.

IV. Community Comments

- A. Dave Swartz shared that in a Fairbanks Charter school the eighth graders do an interesting project. The students consider their education by reflecting and looking forward. If they have an interest in a career, they go visit a person in that career and have a first hand look at a particular career. The student may take with them additional information about that field as they further their education. A written report is included as part of the project.

V. Informational Report

- A. Charter School Liaison Report-Connie Bensler was pleased to report that required plans have been submitted. Connie hoped that the renewal is going well. School Board meeting is December 17th. Be prepared to explain any big changes we are asking for.

- B. Administrator's Report: Enrollment: 167 students, 15 in each K, 26 in 1st, 25 in 2nd, 25 in 3rd, 28 in 4th, 15 in 5th, 13 in 6/7th. We have had several students move away and one 7th grader is home-schooling. George and Donna were wonderful. Shanna appreciated their contributions to the science committee, as they have taught science. In regards to middle school, they said if you commit to something then give it your all. How can we work with some of the challenges? Shanna is still working on the charter renewal with the APC. It will be done after Thanksgiving. Shanna went to a collaborative counseling conference along with two other teachers. The training focused on appreciating the wonderful qualities of the child, then working with the child. Start with the basics and build a strong foundation on which to work. The featured teacher was Kim Jon Payne an Antioch professor. The "highly qualified" teacher status paperwork is nearly complete so that all teachers have a plan in place to become highly qualified. Charter School Conference at Rudolf Steiner College 1-18-1-20. Shanna will attend along with at least one teacher. It would be great to have any other interested individuals. Shanna would like to add for sometime in the future a dialog item of health education.
- C. Budget
- D. WPG: They enjoyed George and Donna's visit. They are considering changing the By-Laws to included one parent from each class. George and Donna recommended a formal new-parent orientation, committees with clear vision and regular community forums.
- E. Web site: Monica, the web designer, is donating her services in updating the website with the current newsletter. When our software arrives and we will update it ourselves.
- G. Faculty Report: Art Harmon reported that at the meeting two weeks ago they discussed that the faculty will put forward someone to fill the APC seat with their approval. Two faculty members were interested. By-Laws require that the APC formalizes the new members with a vote. The faculty enjoyed George and Donna's visit, especially at the faculty meetings where they were excellent facilitators. They were very accessible to the teachers and they look forward to their visit this spring.
- H. Charter Renewal: Shanna has been receiving the assignments from the committee and it is coming along. Any significant changes to charter are subject to a 30 day public comment notice. Major changes include changes to curriculum, etc.
- I. Election Committee: Art reported that the committee met. Minutes distributed. The potential election process was discussed. Nonominations, just write a letter of intent. Two questions remain, how many individuals to add at this time and how many votes (one per parent, child, household, family)? Connie said that charter schools agonize over voting often not too many people vote. Dave recommended inviting new members to go to training. Todd asked if the committee had considered having representation from certain sectors of the school such as a K-1 seat, etc.
- J. Community questions regarding informational reports. Dave asked about the 180 students and the budget set at 185. Connie stated that charter schools often have a maximum number in the charter which is usually more than your maximum of your building.

VI. Action Items

- A. Approve New Faculty Members: Art reported that the faculty put forth Sonja Tobiessen and Alicia Besh as our new members. All in consensus.

B. Approve Budget for 08-09. All in consensus.

- C. Approve APWE. All in consensus.
- D. Major changes to charter. Change charter renewal maximum to 230. There are no plans to increase the school to that size, but it is an administrative issue so as to not go into a breach of contract with ASD. Shana will post in web site.

VII. Discussion Items

- A. Board Growth/Development-How many seats and which ones? Discussion about how many members. By-Laws indicate 9-11 members. Board has already grown with one additional faculty member. Connie said that larger boards can be more difficult to manage. Grow your board slowly, not just grow it to have a large board. Consensus to grow the Board to nine members and discuss further growth again in one year's time (October 2008 meeting). Discussion about how the faculty is voted in, by the faculty only or full school vote. Our by-laws indicate that the vote is school-wide. The board would like to change the voting from what was proposed. The new proposal is for one vote per guardian (as in the school's computer (SMS)) instead of what is in the by-laws which is one per family. The next step is to post publicly that for voting in February that we will have a change in by-laws.

VIII. Dialog

- A. Fundraising Policy: Table until next meeting.
- B. Middle School Expansion: Shanna reported that George observed and his impression of middle school is that we need more children. We currently have 13. George talked about more space for older kids (bigger in size) and needing other curriculum equipment. Perhaps move storage to upstairs to have more classroom space in current teacher's lounge. George recommended a process for adding more kids for the upper grades successfully. This includes a plan to fully inform parents about what the education in those grades includes (knitting, painting, etc.) (keep 3 eighth graders and add additional 7th graders to make 20 students total). Connie recommended that we do some surveys about the interest in middle school. Melissa will draft a survey for parents.
- C. George and Donna recommendations: tabled
- D. Board Retreat: Table the discussion about Lisa Gravel's kind offer to lead a retreat.

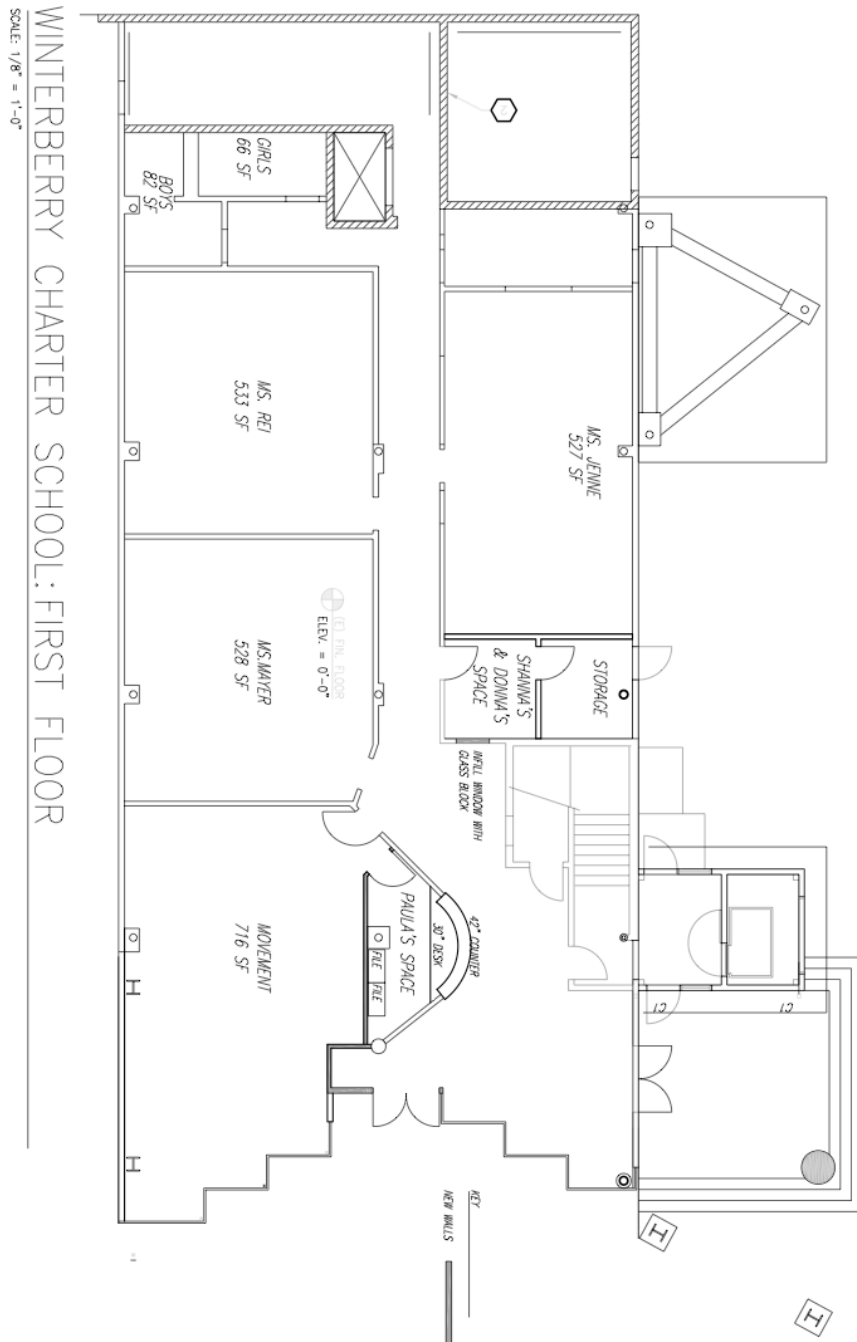
Next meeting, Thursday, December 20, 2007 at 6pm

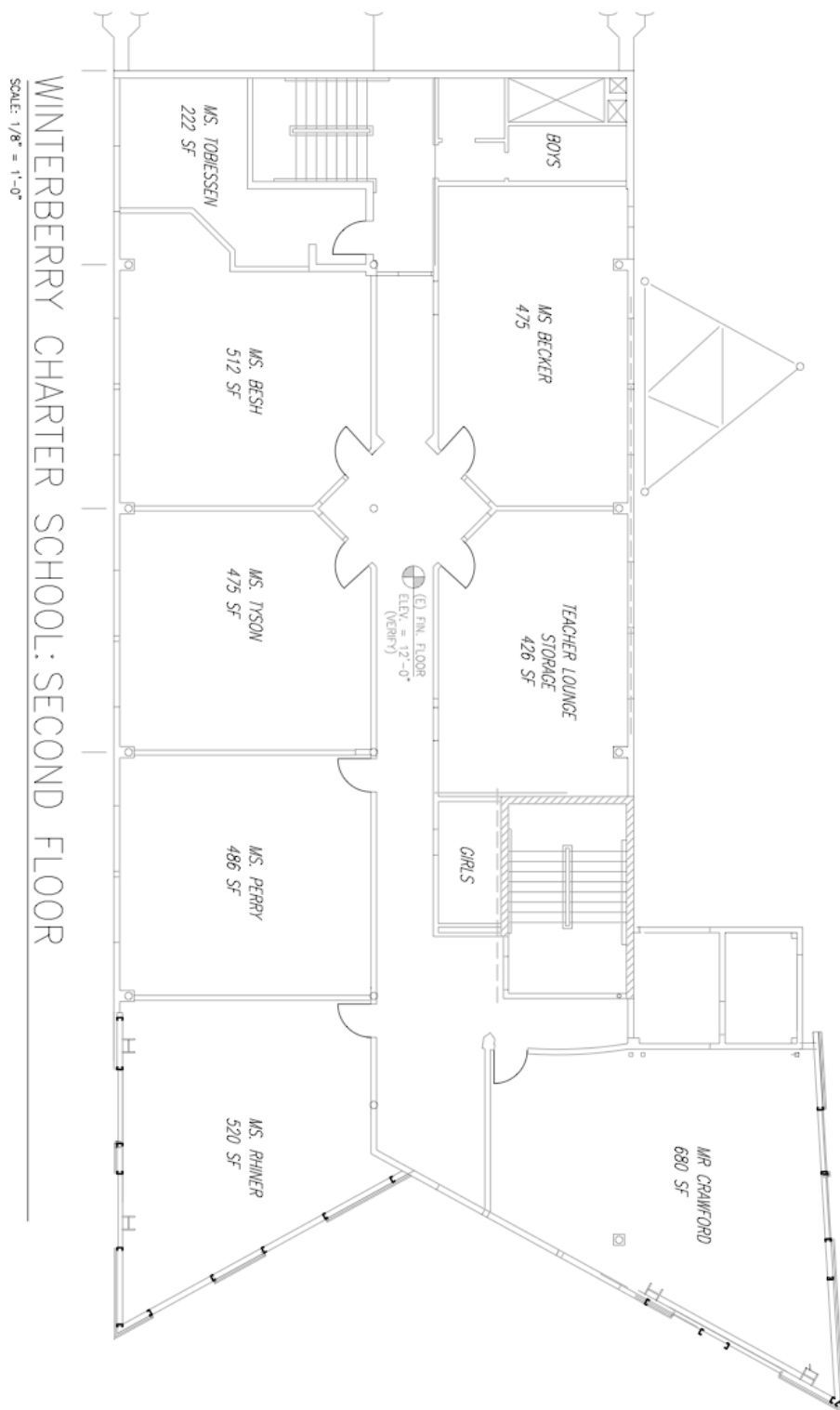
9. Fiscal Solvency

Winterberry ended the 2005-2006 school year with a deficit of just under \$175,000 due to low enrollment after a variety of issues relating to our building. After realizing our enrollment shortfall we made as many cuts as our program could bare and still provide a safe environment for children. These cuts, while very taxing on the staff, saved our school and helped to significantly reduce our initial \$680,000 plus shortfall.

During the 2006-2007 school year we reimbursed the Anchorage School District and have continued to manage our money in a fiscally responsible way.

10. Facility Plan





11. Teacher to Student Ratio

The Winterberry community participated in a form during January of 2007 where school and class size were explored. The consensus was that the community would like to maintain a smaller school with one class of grade (one-eight) and up to two smaller kindergartens. It was determined that community members would prefer slightly larger classes to a larger overall school. From this shared time we have committed our school to a maximum of 230 students with a preferred class size of 22 and a maximum of 25 in grades one through eight. In kindergarten the preferred size will be 15 with the maximum size capped at 20 when there is one class and 18 when there are two classes.

Winterberry shall have a maximum school enrollment of 230 students in grades K-8.

12. Enrollment

Student & Staff Enrollment & Mobility Trends 2005/2006

After the 2005 June lottery, Winterberry had a list of 195 students who had been drawn in our lottery for the 2005-2006 school year. One hundred and seventy six of these students had confirmed their space in our school and nineteen were on the waitlist for our kindergarten classes. Winterberry held a “meet the teachers” potluck in July and in August that were well attended by our future students and their families.

On August 1, 2005 our conditional use permit was passed on the condition that we present to the Geotechnical Commission on the nature of the soils found under and around our school site. This meeting did not happen until August 23, 2005 and delayed the start of construction. Once permitting and construction began, the landlord found out that it would require much more significant structural work to bring the building up to current earthquake codes. Bringing the building up to code ended up taking much longer than initially projected and led to two delays in our start. Both of these delays led to significant reduction in enrollment.

We began school on September 19th with approximately 135 students. During the months of September and October we enrolled more students than we withdrew. The table below shows both the entries and the withdrawals of students from September 2005 through May 2006:

	Entries	Transfers & Withdrawals
September 2005	19	6
October 2005	10	6
November 2005	5	19
December 2005	3	2
January 2006	3	4
February 2006	2	14
March 2006	4	2
April 2006	1	1
May 2006	3	1

Winterberry did not have ASD computer capability until the first week in November that made registration and student record maintenance challenging. The initial paper registration was completed at Denali Elementary and the student information was input into the GROUSE system by MaryKay Sambo. As we did not have a phone (other than Shanna Mall's cell) or an official site, communication was very challenging during the months of September and October.

During the last week in October we were given our final count number and had to make major budget cuts. These cuts included the elimination of two teaching positions that led to massive withdrawals of children in those classes along with their siblings. Winterberry lost nineteen students in the month of November. Thirteen of these students were directly because of the loss of teachers, two were young kindergarteners who were having difficulty adjusting to school, two returned to the private schools they had attended the year prior, and the final two had to leave due to transportation issues. The only other spike in withdrawals happened in February of 2006 when we lost fourteen students and gained two. Of these students four moved out of state, four had transportation issues, four were former home schooling families that decided to home school again, and the last two left for other reasons.

Other than the two teachers who were displaced due to budget cuts, our staff has continued to be a steadfast, dedicated, tireless group of people. When something needs done, they are the first to offer time, energy, and resources. Winterberry will be retaining all of our current teachers for the 2006-2007 school year as well as adding two new teaching positions. Our fulltime aid will be leaving the state in July to pursue a graduate degree as a Waldorf teacher at Antioch New England. We are looking at possibly adding a full-time secretary to our staff as well. In the next section is a list of 2005-2006 staff as well as Winterberry's 2006-2007 projections.

We have completed the first of three projected lotteries for the 2006-2007 school year. Our APC came to consensus on the issue of increasing our maximum class size from 20 to 24 in all grades. After implementing this new policy our enrollment for the 2006-2007 school year is as follows:

Grade	Returning	Confirmed	In Progress or Wait listed
Kindergarten	2	34	11
Grade One	24	9	2
Grade Two	20	2	1
Grade Three	19	10	3
Grade Four	19	3	4
Grade Five/Six	21	2	1
TOTAL	105	60	22

Student & Staff Enrollment & Mobility Trends 2006-2007

After the 2006 March lottery, Winterberry had a list of 195 students who had been drawn in our lottery for the 2006-2007 school year. Of these students, 187 confirmed their space in our school by the end of June and fifteen were on the waitlist for our kindergarten classes. Winterberry arranged meetings in the park and organized play engagements for our new and returning families.

Our building was under construction during the summer of 2006 in order to enclose the steel required for the seismic upgrade. Winterberry gained two new classrooms, a movement room, a main office space, and a larger foyer. Per usual, the building construction was running behind and it required a rather aggressive approach by our APC and a parent volunteer to get the building finished to the standard required for opening. On August 18, 2006 our conditional certificate of occupancy was issued and we were able to open our doors on the first day of school even though the crews worked until midnight getting the school ready.

On the first day of school, August 22nd Winterberry had 158 students. The table below shows both the beginning enrollment number on the first day of August and the enrollment number on the last school day of each month:

	Enrollment
August 2006	158
September 2006	162
October 2006	163
November 2006	155
December 2006	153
January 2007	149
February 2007	151
March 2007	149
April 2007	147

Registration was much smoother this year as we had full computer access and were in our building. Fluctuation in enrollment was primarily due to families moving out of the state of Alaska. Other families were not convinced that a school using Waldorf-methods was the best choice for their children. Overall our retention rate was much greater than last year providing a stable environment for our students, teachers, and community. Enrollment in grades K-2 was frozen early in the year as Winterberry's 2007-2008 plan involves combining our two kindergarten classes into one grade one and our two grade one classes into one grade two. Winterberry is also reworking our grade seven curriculum so that our current grade five/six class can continue on together for grade six/seven during the 2007-2008 school year.

We have completed the first of two projected lotteries for the 2007-2008 school year. We have also held a pre-registration event where we were able to meet with our incoming families to further communicate the vision, mission, and expectations at Winterberry. During this time families were encouraged to fill out school paperwork and pay their children's fees for the upcoming year that will increase by twenty-five dollars to a total of fifty dollars per child. This fee helps to offset the cost of all of the supplies necessary for each child to complete their main lesson work. It is the intention to increase this fee twenty-five dollars each year for a maximum of one-hundred dollars per child each year. The current per child cost for these supplies averages our school \$175. Scholarships and payment plans are available to assist families when necessary.

Grade	Returning	Confirmed	In Progress or Wait listed
Kindergarten	2	40	8
Grade One	29		13
Grade Two	26		16
Grade Three	22		5
Grade Four	15	3	
Grade Four	14	3	1

Grade Five	18	2	5
Grade Six/Seven	18		3
TOTAL	144	48	49

2007/2008 Enrollment Trends – As of December 3, 2007

Grade	Currently Enrolled	Wait Listed
Kindergarten	30	10
Grade One	26	20
Grade Two	25	17
Grade Three	25	2
Grade Four	28	0
Grade Five	19	0
Grade Six/Seven	13	0
TOTAL	166	49

Outreach efforts by the WCS include the following:

- ∞ Word of mouth – WCS enjoys a good, solid reputation. WCS families share with others their experiences with and opinions of the school
- ∞ Our new website – winterberryschool.org – The website offers information about the school's philosophy, faculty and staff, organization, activities, volunteer opportunities, physical location, etc.
- ∞ Alternative school fairs – Each winter the Anchorage School District hosts an alternative school fair where optional and charter schools set up tables manned by faculty and parents to share information about their schools.
- ∞ Events open to the public – Each year WCS hosts both a square dance with silent auction and a Winter Fair. The events are family-centered and showcase the students' music and artwork. The public is invited to attend. The events are also fundraisers. Additionally, WCS has had booths at the Ocean's Festival in Anchorage and the Girdwood Forest Festival in Girdwood where parents and children have provided face painting for free, sold crafts and had information about the school available for interested families.
- ∞ Flyers and other printed information – Posters and flyers are printed and distributed around the city each spring and summer advertising the upcoming enrollment lotteries, open houses and school tours.
- ∞ Assemblies – Several times each year the school holds assemblies to share the students' work, such as what the children have learned in music, language or main lesson. Parents are invited as well as community members. They are held at the Anchorage Museum of History and Art.
- ∞ Anchorage School District literature – WCS is listed in all ASD information.

Below is our newly designed homepage. One of our initial parents, Gordon Jones, used his skill and generosity to create our very first site which served us well to get the word out and update current and future parents. As part of our growth plan the site was redesigned by a local company with the community help of Marya Pillifant and Gordon Jones.



inspired, public education

Check our Administrator's Page for Important Announcements!

- Home
- Our Vision
- Enrollment
- Unique Aspects
- Calendar
- Celebrations & Events
- Learn More
- Winterberry Parent Guild
- Newsletter
- Support Your Child
- Administrator's Page
- Get Involved!
- After School Program
- Contact Us



Who We Are

Winterberry is a charter school inspired by Waldorf education. Our art-integrated, K-7 public school meets curriculum standards for the State of Alaska and the Anchorage School District. Winterberry was founded by parents dedicated to making this option available to all interested Anchorage families. Our program is designed to promote the growth and development of the whole child-head, heart and hands. [Read more about Who We Are...](#)



The need for imagination, a sense of truth and a feeling of responsibility - these are the three forces which are the very nerve of education.

- RUDOLF STEINER

head, heart and hands

13. Teaching Method/Curriculum

Unique Aspects of Methods Inspired by Waldorf

-An Education for the Whole Child

- **Kindergarten** - Kindergarten is play based, providing a nurturing, homelike environment in which children are gently guided in their activities: creative play, painting, beeswax modeling, storytelling, puppetry, baking, handwork and nature crafts. The kindergarten curriculum is designed to enhance the young child's physical development, including motor skills, language development, and sensory development. The harmonious daily rhythms strengthen the child's sense of security, self-confidence, imagination, and creativity. Nature activities, festivals and seasonal rhythms, connect the child to the world and nurture a sense of caring for the environment and for others. This prepares the child for a more structured academic curriculum in the grades.

- **The Class Teacher** - In traditional American Schools, students have a new teacher every year. In our program the class teacher will ideally take the same class of children through six years of elementary school (grades 1-6), teaching all main subjects. For the teacher this means time to deeply know the children (and their families) and help them unfold their gifts. This long-term relationship provides enriched opportunities to assess students over a long period of time, allowing the teacher to better meet the individual needs of the child. The child finds stability and continuing guidance that may not be present in his/her home life.

- **A Morning "Main Lesson"** - A fully integrated two hour period of instructional activities begins each school day when the child is fresh and often most ready to learn. The main lesson can be, for example, Arithmetic, Legends, Ancient culture, or Nature studies, and involves story telling, movement, art, biography, drama, writing, and any activity that might help bring the topic to life. This main lesson is taught for a three or four week block, then ended, often to be continued later in the term. This approach allows freshness and enthusiasm, enriches content and skills by integrating them together as a powerful, concentrated, in-depth experience, and gives the children time to "digest" what has been learned.

- **The Arts** - Drama, painting, music, drawing, modeling, etc., are integrated into the entire K-12 curriculum, including mathematics and the sciences. The arts are also offered as special subjects. In the first grade students are taught to play the wooden flute. Other instruments are gradually introduced, leading to choir and orchestra in the higher grades. The art of eurythmy, taught in most grades, translates speech and music into body movements. This leads children to experience moods of poetry, qualities of sound, and elements of rhythm and music through their own movements. Other arts such as beeswax modeling, drama, puppetry, and painting, are taught by the class teacher, and add to the child's joy of learning.

- **Main Lesson Books** - Textbooks are not typically used in the elementary grades. Instead, the teacher creates the presentation and the children make their individual books for each subject taught, recording and illustrating the substance of their lessons. These main lesson books are often artistic and beautiful, and are an invaluable tool for assessing the progress of individual students.

- **Foreign Language** - Traditional American schools hold foreign language instruction until high school. Two foreign languages are taught beginning in first grade, giving students language skills and

insight into other cultures. At Winterberry school we are teaching Russian and Japanese starting in first grade.

- **Practical Work** - Crafts, handwork, and practical work such as knitting, woodworking, fabric arts, book binding, house building, and gardening, are an integral part of the required curriculum from Kindergarten through the grades. Boys and girls learn to knit in the first grade and crochet in second, creating many functional and colorful objects like cases for recorders or pencil boxes, puppets, etc. Decades before brain research confirmed the value of this kind of activity, studies recognized a relationship between body movement and brain function. Learning to knit and crochet in the early grades develops fine motor skills, and leads to lively thinking and enhanced intellectual development later on. Coordination, patience, perseverance, and imagination are also schooled through practical work. Activities like woodworking, house building, gardening, and leatherwork, are specifically included in the elementary curriculum, and give the children an understanding of how things come into being as well as a respect for the creations of others.

- **Reading and Writing** - Letters are learned in the same way they originated in the course of human history. Human beings perceived, then pictured, and out of the pictures abstracted signs and symbols. Early elementary students hear stories, draw pictures, and discover the letter in the gesture of the picture. The important early reading skills integrated in songs, poems, and games help to establish a joyful and living experience of language. Through the grades, texts taken from a rich humanities curriculum provide material for reading practice.

- **Mathematics** - In the grade school, math instruction begins by teaching from the whole to the part (for example, answering the question of what is 12, $12=3+9$, or $12=4\times3$). This encourages flexible thinking and discourages the one "right" answer way of thinking. Movement, stories, manipulatives, and games are used to actively learn counting, and the four processes (addition, subtraction, multiplication, division). Mental math problem solving is emphasized to develop and strengthen thinking.

- **Humanities** - The philosophies, religions and cultures of the past have shaped humanity, and continue to influence today's values and morals. Students learn about these from an historical perspective. Care is taken not to influence them toward any single belief system. The humanities curriculum begins in first grade with fairy tales, fables and legends from around the world, and takes children through a full sweep of their cultural heritage. Hebrew legends in grade three, Norse mythology in grade four, the ancient cultures of India, Egypt, Persia, Mesopotamia and Greece in grade five, provide the background for the study of history and literary skills and are presented through excerpts from original texts. Native American, African, and Far East Asian cultures provide additional rich content helping to illustrate the accomplishments and interrelatedness of human cultures. Care is taken to include all cultures that are represented in the student population. By living into these cultures through legends, biography, and literature, the children gain an appreciation for the diversity of humankind. By the eighth grade the students have journeyed from Ancient Cultures, through Greece and Rome, to medieval history, the Renaissance, the Reformation, the Age of Exploration, up to the present day.

- **The Sciences** - Science is taught experientially. Through experimentation, children observe carefully, ponder, discuss, and then discover the conclusion- the law, formula, etc. Through this process, rigorous critical and analytic thinking and sound judgment are trained.

Whole Child Curriculum

The Whole Child Curriculum based on the Waldorf educational approach at Winterberry Charter 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:

WCS 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. WCS 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 WCS. The class teacher is not the only teacher the pupils see each day. Specialist teachers teach foreign languages, music, games and movement, and 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. WCS 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.

WCS 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 WCS 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, WCS 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 WCS 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:

- 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.
- 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.
- 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. Teamwork and problem solving will be practiced and the school community as a whole will work to reflect these principles.

(12) The Continuous Learning Community:

Winterberry Charter 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 WCS 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 Winterberry Charter 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.

Reading

Ages 5-7 Students: (to be assessed in 3rd grade)

Alaska State Standard

Winterberry Charter School Curriculum

ASD

<p>1) A student will know and be able to:</p> <ul style="list-style-type: none"> a. distinguish, reproduce, and manipulate the sounds in words; (E.B.1) b. use a combination of the following to read and comprehend text knowledge of phonics, alphabetic principle, e.g. recognition of letter shapes, letter names, letter/ sound relationships, initial/final consonants, vowels, letter patterns; <ul style="list-style-type: none"> -pictures and visual clues; - sight recognition of high frequency vocabulary words - word structure, e.g., root words, prefixes, suffixes, rhyming words - language structure, e.g. word order, grammar; -meaning structure, e.g. prior knowledge and context; -text structure, e.g. read left to right; (E.B.1) 	<p>The student develops proficiency in beginning reading skills and strategies appropriate to the pace of Waldorf-inspired methodology. Students who meet these standards will be able to:</p> <ul style="list-style-type: none"> ∞ Recognize sounds, shapes and names of all vowels and consonants. ∞ Distinguish vowels from consonants. ∞ Demonstrate knowledge of how print is organized and read. ∞ Read from left to right and top to bottom. ∞ Match some spoken words with print. ∞ Identify upper case letter names, shapes and sounds. ∞ Identify some high frequency words. ∞ Demonstrate knowledge of phonemic awareness. ∞ Identify beginning, middle and ending sounds of words. ∞ Orally recognize rhyming words. ∞ Recognize words that start and end the same. ∞ Blend sounds into words. ∞ Apply knowledge of letter-sound correspondences when reading. ∞ Use beginning and ending consonants and vowels when reading. ∞ Recognize some word families. ∞ Read unknown words using meaning cues (picture, knowledge of the story etc.) ∞ Show knowledge of word structure, e.g. root words, prefixes, suffixes. 	<p>RK.2 OL1.5 R1.1 R1.2 R2.1</p>
<p>2) A student will know and be able to:</p> <ul style="list-style-type: none"> a. comprehend literal meaning from text;(E.B.1) b. use a variety of strategies to support comprehension, including predicting, questioning, rereading, and monitoring own comprehension (E.B.1) 	<p>The student comprehends and inwardly interprets the content of the story. The student who meets this standard will:</p> <ul style="list-style-type: none"> ∞ Retell the stories and events using beginning, middle and an end. ∞ Make predictions about content. ∞ Restate ideas from the text. ∞ Talk to others about the story and participate in discussion. ∞ Respond to what has been heard or read to develop understanding. ∞ Use strategies such as re-reading, crosschecking and self-correction to facilitate reading. ∞ Build comprehension through retelling of stories, thereby monitoring own 	<p>R1.1 R2.1</p>

	comprehension.	
--	----------------	--

3) A student will know and be able to: a. read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print; (E.B.1)	The student develops proficiency in beginning reading skills and strategies appropriate to the pace of Waldorf-inspired methodology. The student who meets the standard will be able to: ∞ Use conventions of print to facilitate oral reading. ∞ Have rhythm breathing and intonation that sounds like natural speech. ∞ Develop correct pronunciation. ∞ Learn to speak clearly and audibly.	WK.1 R1.1 R1.4
4) A student will know and be able to: a. Retell or dramatize a story after reading it; (E.B.1) b. Restate information after reading a text; (E.B.1)	The student comprehends and inwardly interprets the content of the story. The student who meets the standard will: ∞ Retell the story. ∞ Talk to others about the story. ∞ Participate in discussion. ∞ Dramatize the story through acting and puppetry. ∞ Create projects such as drawing, paintings, and models related to the story. ∞ Develop and enthusiasm for oral tradition.	RK.1 R2.1
5) A student will know and be able to: a. identify the main idea of a passage; (E.B.1)	The student comprehends and inwardly interprets the content of the story. The student who meets this standard will: ∞ Recognize topic or main idea. ∞ Restate ideas from a particular area of the text	RK.1 R1.1 R2.1
6) A student will know and be able to: a. read and follow simple directions to complete a simple task; (E.C.2)	Student is able to respond to written and oral direction to complete simple tasks. The student who meets this standard will be able to: ∞ Demonstrates ability to follow written and oral directions to complete simple tasks.	OL1.3 R1.1 R2.1
7) A student will know and be able to: a. distinguish between common forms of text (genres): - fiction and nonfiction - prose and poetry, and -short story and drama; (E.B.2)	The student listens to and experiences a wide range of literature from rich, powerful and diverse archetypal fairy and folk tales, verses, poetry and songs from around the world. The student who masters this skill will be able to: ∞ Select favorite story, song or poem from a particular genre upon request. ∞ Understands the difference between fantasy and reality. ∞ Recites short poems, rhymes songs and stories.	R1.1 R2.1
8) A student will know and be able to: a. identify and describe basic plot, main characters, and setting (time and place) in fiction; (E.B.2)	The student comprehends and inwardly interprets the components of a story. The student who meets this standard will be able to: ∞ Retell the story, identify and discuss setting, major characters and happenings from the text. ∞ Dramatize specific events or characters from the text. ∞ Using visual arts, recreate setting, particular characters or events from the texts.	RK.1 R1.1 R2.1

9) A student will know and be able to: a. express own opinions about texts; (E.D.1)	The student comprehends and inwardly interprets the components of a story. The student who meets this standard will be able to: ∞ Participate in one-on-one and group discussion of a text. ∞ Able to express own opinions of text through re-telling of the texts and child-led/teacher guided class discussion.	R1.4
10) A student will know and be able to: a. make connections between a text and personal experiences, experiences of others, or other texts, and locate details in the text to illustrate these connections; and (E.B.3)	The student comprehends and inwardly interprets the components of a story. The student who meets this standard will be able to: ∞ Relate previous experiences to what is read, heard or said. ∞ Participate responsively and respectfully in group discussion of texts to explore other students' experiences. ∞ Compare and contrast characters' traits and themes in a variety of texts. ∞ Expand on a particular text through the creation of students' own stories, drawings, books and sculptures.	R1.1 R2.1
11) A student will know and be able to: a. identify basic cultural influences in texts. (E.E.1)	Students listen to and experience a wide range of literature from around the world and a variety of cultures. ∞ Show enthusiasm and attentive behavior while listening to texts from different cultures. ∞ Talk to others about the story and participate in discussion about cultural influences.	R3.1

*Ages 8-10**Students know and are able to do everything required at an earlier age and: (to be assessed in 6th grade)*

1) A student will know and be able to: a. use a combination of the following to read and comprehend text: - knowledge of phonetics, language structure, and semantics; - text structures such as illustration, graphs, and headers; - self-monitoring and self-correcting strategies; - adjusting reading pace or style based on purpose, task and type of text. b. use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words; (E.B.1)	The student is proficient in reading skills and strategies and continues to develop vocabulary and fluency in reading. The student who meets standard will be able to: ∞ Use a range of cueing systems, e.g. phonetics, meaning, grammar, sentence structure, and vocabulary to read and comprehend text. ∞ Use strategies such as rereading, self-monitoring, checking, predicting and confirming and self-correcting to facilitate reading. ∞ Read aloud accurately, familiar materials of the quality and complexity illustrated in grade appropriate materials. ∞ Speak with clear pronunciation and enunciation, using an appropriate pace and style. ∞ Be attentive to text structures, including: proper margins, indentations and the appearance of a page, as well as illustration, and other visual aides. ∞ Determine the meaning of unknown words using decoding strategies, context and dictionaries.	R3.1 R3.2 R4.2
--	--	----------------------

2) A student will know and be able to: a. infer meaning from the text; (E.B.1)	The student is proficient in basic reading skills and strategies, and is able to infer meaning from the text. The student who meets this standard is able to : ∞ Read and respond to narrative materials to develop understanding. ∞ Make , confirm or reverse predictions. ∞ Extract significant information about settings, characters and events. ∞ Identify the problem or solution. ∞ Relate what is read to prior knowledge and experiences. ∞ Ask and answer questions specific to the text. ∞ Use context to infer meaning. ∞ Restate and summarize text information and meaning.	R3.1 R4.1
3) A student will know and be able to: a. read texts aloud with rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print; (E.B.1)	The student is proficient in reading skills and strategies and continues to develop fluency in reading. The student who meets standard will be able to: ∞ Use conventions of reading (e.g. punctuation) to facilitate oral reading. ∞ Have rhythm, breathing and intonation that sounds like natural speech and is appropriate to the genre of the text. ∞ Speak with clear pronunciation, enunciation and appropriate expression. ∞ Use self-correcting strategies to facilitate oral reading.	R3.1 R4.2
4) A student will know and be able to: a. retell stories in correct sequence; (E.B.2) b. restate and summarize information or ideas from a text; (E.B.2)	The student is proficient in reading skills and strategies and continues to develop fluency in reading. The student who meets standard will be able to: ∞ Retells stories in correct sequence. ∞ Dramatizes stories in correct sequence. ∞ Demonstrates ability to restate and summarize specific information from a text when requested.	R3.1 R4.1
5) A student will know and be able to: a. locate evidence in the text and from related experiences to support understanding of a main idea; (E.D.2)	The student is proficient in reading skills and strategies and continues to develop fluency in reading and comprehension. The student who meets this standard will be able to: ∞ Give short talks/summaries of main themes from a variety of texts. ∞ Read and analyze specific components of a text to support discussion of the texts' main idea.	R3.1 R4.1
6) A student will know and be able to: a. read and follow multi-step directions to complete simple task; (E.C.2)	The student is proficient in reading skills. The student who meets this standard will be able to: ∞ Read and follow simple multi-step directions to complete tasks.	R4.1
7) A student will know and be able to: a. explain the characteristics of the following: -fiction and nonfiction	The student reads, comprehends, and interprets a wide range of materials appropriate to the grade level. The student who meets this standard will be able to: ∞ Show their understanding of a variety of	R3.1 R4.3

-prose and poetry, and -four major genres of fiction; short story, drama, novel and poetry; (E.B.2)	reading materials including literature, non-fiction and poetry. ∞ Demonstrate knowledge of the major genres through group discussions, short presentations, and creation of their own work.	
8) A student will know and be able to: a. define and identify plots, settings, and characters in fiction; (E.B.2) b. compare and contrast plots, settings, and characters in a variety of works by a variety of authors. (E.B.2)	The student reads, comprehends, and interprets a wide range of materials appropriate to the grade level. The student who meets this standard will be able to: ∞ Recall and discuss main events, characters and significant details in fiction. ∞ Discuss similarities and differences of themes, characters, and significant events in a variety of literary works by varied authors.	R3.1 R4.1
9) A student will know and be able to: a. differentiate between fact and opinion;(E.D.2) b. express opinions about a text and support these opinions with textual evidence; (E.D.2)	The student reads, comprehends, and interprets a wide range of materials appropriate to the grade level. The student who meets this standard will be able to: ∞ Distinguish between one's own opinion and factual information. ∞ Able to create written and oral presentations using factual evidence and one's own opinion. ∞ Able to use texts as reference in discussion or to support an argument.	R3.1 R4.1
10) A student will know and be able to: a. identify themes in texts and connect them to personal experiences, experiences of others, and other texts; and (E.B.3)	The student reads, comprehends and interprets a wide range of materials appropriate the grade level. The student who meets this standard will be able to: ∞ Explore themes through discussion and written work. Contrast character's experience with one's own. ∞ Participate responsively and respectfully in group discussion of texts to explore other students' experiences. ∞ Compare and contrast characters' traits and themes in a variety of texts. ∞ Expand on a particular text through the creation of students' own written works, illustrations, books and sculptures.	R3.1
11) A student will know and be able to: a. connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. (E.E.1)	The student reads, comprehends and interprets a wide range of materials appropriate the grade level. The student who meets this standard will be able to: ∞ Explore a variety of cultures through examination of world literature and discussion of cultural similarities and differences.	R3.1

Writing

Ages 5-7 Students: (to be assessed in 3rd grade)

1) A student will know and be able to: a. write complete sentences with a subject and a predicate; (E.A.1)	Student writing is centered on students' handmade books and form drawing. Student organizes thoughts and information for	W1.1 W2.1
---	---	--------------

<p>b. write a paragraph with a topic sentence and supporting details; (E.A.2)</p> <p>c. write short stories or compositions with a beginning, middle, and end ; (E.A.1)</p>	<p>writing and uses writing for communication. The student who meets this standard will be able to:</p> <ul style="list-style-type: none"> ∞ Use a simple, informative sentence to expand upon a word or subject being taught. ∞ Organize ideas into sentences and simple paragraphs. ∞ Write simple paragraphs from stories they have heard, or from life experiences. These paragraphs include appropriate details and stay within the assigned topic. 	
<p>2) A student will know and be able to:</p> <p>a. write for a specific audience, including self, other children, parents, and other adults; (E.A.4)</p>	<p>Student writing is centered on students' handmade books and form drawing. Student organizes thoughts and information for writing and uses writing for communication to a variety of audiences. The student who meets this standard will be able to:</p> <ul style="list-style-type: none"> ∞ Student will create written works for a variety of purposes. These include items such as: simple summaries of shared class experiences; short descriptive or narrative accounts of stories or recent events; short informative accounts based on oral presentations of a factual nature; personal journal; practical letters; and thank you notes. 	W1.1
<p>3) A student will know and be able to:</p> <p>a. use a variety of simple sentence structures, and basic rules of punctuation and capitalization in written work; (E.A.2)</p> <p>b. proofread writing for legibility, spelling, capitalization, and punctuation when producing final drafts; (E.A.5)</p>	<p>Students continue to acquire necessary skills for writing. The student who meets this standard will be able to:</p> <ul style="list-style-type: none"> ∞ Use conventional spelling for high frequency words and those words with regular spelling patterns. ∞ Be able to spell common sight words, basic reading vocabulary words and word families. ∞ Self correct spelling of familiar high frequency words. ∞ Capitalize the first word in a sentence and the pronoun I. ∞ Use correct punctuation at the end of a simple statement and the end of a simple question. ∞ Correct simple capitalization and punctuation. ∞ Emphasize well-formed, legible writing. 	W2.1
<p>4) A student will know and be able to:</p> <p>a. revise writing for detail and clarity;(E.A.5)</p> <p>b. provide appropriate feedback to peers about written work; and (E.A.8)</p>	<p>Students continue to acquire necessary skills for writing. The student who meets this standard will be able to:</p> <ul style="list-style-type: none"> ∞ Introduce elements of editing and revision for factuality, clarity and detail. ∞ As a group, share and discuss works. 	W2.1
<p>5) A student will know and be able to:</p> <p>a. list titles and authors of books and other materials when used as references in written work. (E.D.3)</p>	<p>Students continue to acquire necessary skills for writing. Students are introduced to the use of written references when creating written works. The student who meets this standard will be able to:</p> <ul style="list-style-type: none"> ∞ Refer to the author and title of a book when writing summaries. 	W3.4

Ages 8-10

Students know and are able to do everything required at an earlier age and: (to be assessed in 6th grade)

1) A student will know and be able to: a. write a well organized two-paragraph composition that addresses a single topic; (E.A.1)	The student further organizes thoughts and information for writing, develops drafts, edits and revises work. The student who meets this standard will be able to: ∞ Generate and organize ideas for writing. ∞ Include appropriate facts and details. ∞ Write to inform the reader. ∞ Maintain a focus throughout a piece of writing. ∞ Create a multi-paragraph creative and expository works.	W4.1
2) A student will know and be able to: a. use a variety of fiction and nonfiction forms when writing for different audiences; (E.A.4)	The student further organizes thoughts and information for writing, develops drafts, edits and revises work. The student who meets this standard will be able to: ∞ Create a variety of both fiction and non-fiction written works. ∞ Assess the audience and create the appropriate written work.	W5.1
3) A student will know and be able to: a. use a variety of simple and complex sentence structures in written work; (E.A.2) b. proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work; (E.A.5)	The student further organizes thoughts and information for writing, develops drafts, edits and revises work. The student who meets this standard will be able to: ∞ Utilize a variety of sentence structures with appropriate capitalization and punctuation. ∞ Understand declarative, interrogative, exclamatory and imperative sentences. ∞ Proofread writing for flow, spelling, capitalization and punctuation.	W3.3 W4.1 W4.3 W5.3
4) A student will know and be able to: a. revise writing to improve the logical progression of ideas and supporting information; (E.A.5) b. revise own and others; work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing; (E.A.5)	The student further organizes thoughts and information for writing, develops drafts, edits and revises work. The student who meets this standard will be able to: ∞ Revise work by combining sentences, adding details to support the content and adding or changing work to make the meaning clear to the reader. ∞ Provide appropriate facts and details to accommodate the information need of the reader. ∞ Organize the work so that the reader can follow what is read. ∞ Outline the main idea. Has a sense of narrative development. ∞ Use well chosen detail to develop character, setting and or plot. ∞ Provides an engaging beginning that establishes the situation, carries the reader through the sequence of events and concludes in a logical way. ∞ Provide feedback to peers in a group setting to enhance writing.	W3.1 W3.3 W4.3 W5.3

5) A student will know and be able to: a. give credit for others' ideas, images, and information by citing information about sources, including title and author; and (E.D.3)	The student uses appropriate conventions of written language to acknowledge the work of others. The student who meets this standard will be able to: ∞ Refer to resources when needed including author and title. ∞ Respectfully acknowledge the role of others' work in their education.	W3.4 W4.4 W5.4
6) A student will know and be able to: a. use resources such as computers, word processing software, dictionaries, and thesauruses to make choices when writing. (E.A.7)	Students will use outside resources when creating written works. The student who meets this standard will be able to: ∞ Use a dictionary, thesaurus, factual oral presentations, and a variety of written works to enhance writing. ∞ Understand that computers are used by staff and faculty to facilitate learning. Students will prepare for use of computers as a learning tool beginning in seventh grade.	W4.3 W6.1

Mathematics

1. Numeration (Ages 5-7): (to be assessed in 3rd grade)

1) A student will know and be able to: a. read, write, order, count, and model one-to-one correspondence with whole numbers to 100; (M.A.1)	Meets standard: ∞ examples; students count read, write, order whole numbers to 1,000	K:2 1:2.2 2:2.2
2) A student will know and be able to: a. use, model and identify place value position's of 1's, 10's and 100's; (M.A.1)	Meets standard: ∞ examples; students show place value by grouping concrete items in sets of 1's, 10's, and 100	1:2.10 2:2.10
3) A student will know and be able to: a. model and explain the processes of addition and subtraction, describing the relationship between the operation; (M.A.1)	Meets standard: ∞ examples; demonstrate the meaning of addition and subtraction facts by solving problems. Students estimate, calculate and solve problems involving addition and subtraction of 2 to 3 digit numbers.	1:3.1 2:3.1
4) A student will know and be able to: a. select and use various representations of ordinal and cardinal numbers; (M.A.1)	Meets standard: ∞ students represent equivalent forms of the same number through the use of physical models, diagrams and number expression (both ordinal and cardinal)	K:2.9
5) A student will know and be able to: a. identify, model, and label simple fractions, describing and defining them as equal parts of a whole, a region, or a set; (M.A.1)	Meets standard: ∞ students can recognize fractions of whole or parts of a group	K:2 1:2.6 2:2.6
6) A student will know and be able to: a. identify, describe, and extend patterns inherent in the number system. Skip count by 2's, 5's	Meets standard: ∞ students count by 2's, 3's 4's, 5's and 10's to 120. Basic addition with one and two digit numbers.	K:2.3 1:1.3 2:2.3

and 10's. Add and subtract by 10.(M.A.1)		
7) A student will know and be able to: a. demonstrate the commutative and identify properties of addition. (M.A.1)	Meets standard: ∞ use the commutative and associative rule to do simple mental calculations and check results.	1:2.8 2:2.8

2. Measurement (Ages 5-7): (to be assessed in 3rd grade)

1) A student will know and be able to: a. compare and order objects by various measurable attributes including calendar, temperature, length, weight, capacity, area, and volume; (M.A.2)	Meets standard: ∞ examples; compare the length, height, and capacity of objects by making direct comparisons or using reference objects e.g. shorter/ longer/ taller; lighter/ heavier, which holds more. ∞ Demonstrate understanding of concepts of time e.g. morning, evening, today, yesterday, week, month, year, name days of week.	K:6.3 K:6.5 1:6.3 2:6.2 2:6.6
2) A student will know and be able to: a. compare objects to standard and nonstandard units to identify objects that are greater than, less than, and equal to, a given unit; (M.A.2)	Meets standard: ∞ predict and measure the length of objects by repeating the length of standard or non-standard measurement.	K:6.1 K:6.2 1:6.1 1:6.2
3) A student will know and be able to: a. choose a unit of measurement, estimate the length or weight of objects and then measure to check for reasonableness; (M.A.2)	Meets standard: ∞ examples; use different units to measure whether the measure will be greater or smaller when a different unit is used.	2:6.1 2:6.3
4) A student will know and be able to: a. tell time to the nearest half hour, distinguishing between morning, afternoon, and evening; (M.A.2)	Meets standard: ∞ examples; tell time to the nearest quarter hour and know time relationships.	K:6.4 1:6.4 2:6.7
5) A student will know and be able to: a. identify coins, their value and the value of given sets of coins; (M.A.2)	Meets standard: ∞ examples; solve problems using combinations of coins and bills, know and use the decimal notation for dollar and cents symbols for money.	K:2.8 K:6.6 1:2.11 2:2.12 2:2.13
6) A student will know and be able to: a. identify, describe, and extend patterns inherent in the number system. Skip count by 2's, 5's and 10's. Add and subtract by 10.(M.A.1)	Meets standard: ∞ students count by 2's, 3's 4's, 5's and 10's to 120. Basic addition with one and two digit numbers.	K:2.3 1:1.3 2:2.3

3. Estimation and Computation (Ages 5-7): (to be assessed in 3rd grade)

1) A student will know and be able to: a. make reasonable estimates of how "how many" and "how much"; estimate the results of	Meets standard: ∞ examples; estimate the number of objects in a set, e.g. how many, how much compare two or more sets, identify which is equal to, more than or less than the other, recognize when	K:1.1 K:1.2 1:1.1 1:1.2 1:1.3 2:1.1
--	--	--

simple addition and subtraction problems;(M.A.3)	an estimate is reasonable.	2:1.2
2) A student will know and be able to: a. recall and use basic addition and subtraction facts orally and with paper and pencil without a calculator; (M.A.3)	Meets standard: ∞ examples; use mental arithmetic to find the sums and differences of two digit numbers.	K:3.1 K:3.2 K:3.4 1:3.1 1:3.3 1:3.4 1:4.1 1:4.2 2:3.3 2:4.1
3) A student will know and be able to: a. add and subtract whole numbers to 100 using a variety of models and algorithms; and(M.A.3)	Meets standard: ∞ examples; add and subtract three digit whole numbers with and without regrouping to solve problems.	2:3.1 2:4.3
4) A student will know and be able to: a. model multiplication as repeated addition and grouping objects; model division as “sharing equally” and grouping objects. (M.A.3)	Meets standard: ∞ examples; use repeated addition and counting by multiples to do multiplication. ∞ Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.	K:3.3 1:3.2 2:3.2 2:3.4

4. Function and Relationship (Ages 5-7): (to be assessed in 3rd grade)

1) A student will know and be able to: a. recognize, describe, create, and extend repeating and increasing patterns with a variety of materials including symbols, objects and manipulatives; (M.A.4)	Meets standard: ∞ examples; Identify, describe and extend patterns with objects, symbols and manipulatives.	K:9/10.1 K:9/10.2 1:9.1 1:9.2 1:9.3 2:9.1 2:9.2 2:9.3
2) A student will know and be able to: a. generate and solve simple functions by identifying and applying addition and subtraction patterns; (M.A.4)	Meets standard: ∞ examples; write and solve number sentences (+ and -) from problem situations that express addition and subtraction, multiplication and division relationships.	1:10.1 1:10.2 2:10.2 2:10.3
3) A student will know and be able to: a. use a calculator to find and extend patterns in the number system; and (M.A.4)	Meets standard: ∞ Uses other manipulatives such as number stars or number tables to find and extend patterns in the number system.	1:9.1 1:9.2
4) A student will know and be able to: a. complete open space sentences with missing numbers; use appropriate vocabulary including greater than and less than and equal to; and use the correct symbols. (M.A.4)	Meets standard: ∞ examples; solve problems involving equalities and inequalities.	2:3.4

5. Geometry (Ages 5-7): (to be assessed in 3rd grade)

1) A student will know and be able to: a. identify, sort, describe, model,	Meets standard: ∞ examples; identify describe and compare rectangles, triangles, squares and circle	K:5.1 K:5.2 K:5.3 1:5.1
---	--	----------------------------------

and compare circles, triangles, and rectangles including squares regardless of orientation; (M.A.5)	including the faces of 3 dimensional objects	1:5.4 1:5.5 2:5.3 2:5.4
2) A student will know and be able to: a. identify, sort, describe, model, and compare solid figures including cubes, cylinders, and spheres; (M.A.5)	Meets standard: ∞ examples; describe and classify plane and solid geometric shapes according to the number and shape of faces, edges and vertices (mastered in 4th grade).	1:5.1 3:5.2
3) A student will know and be able to: a. identify and create examples of line symmetry; compare and describe given circles, triangles and rectangles as larger, smaller, or congruent; (M.A.5)	Meets standard: ∞ examples; draw examples of line symmetry, begin to identify figures that have bilateral and rotational symmetry.	2:5.5
4) A student will know and be able to: a. demonstrate conservation of area using drawings or manipulatives; (M.A.5)	Meets standard: ∞ examples; put shapes together and take them apart to form other shapes.(e.g. two congruent right triangles can form a rectangle).	1:5.3
5) A student will know and be able to: a. describe and identify geometric transformations including slides, flips, and turns; (M.A.5)	Meets standard: ∞ examples; begin to identify figures that have bilateral and rotational symmetry	2:5.6 1:5.3
6) A student will know and be able to: a. use comparative directional and positional words: above below, inside, outside, on, in, right and left, horizontal, vertical, and middle; and (M.A.5)	Meets standard: ∞ examples; classify familiar plane and solid objects by common attributes like color, position, shape size, roundness, number of corners and explain thinking.	K:5.4 K:5.5 2:5.3 2:5.4 2:5.5
7) A student will know and be able to: a. draw and build familiar shapes. (M.A.5)	Meets standard: ∞ examples; draw various shapes, symmetrical and interlinking forms.	K:5.3 1:5.5 2:5.6

6. Probability/Statistics (Ages 5-7): (to be assessed in 3rd grade)

1) A student will know and be able to: a. collect, record organize, display, and explain the classification of data; (M.A.6)	Meets standard: ∞ examples; students collect record, organize, display and interpret numerical data on bar graphs	K:7.2 K:7.3 2:7.2
2) A student will know and be able to: a. describe data from a variety of visual displays including tallies, tables, pictographs, bar graphs and Venn diagrams; (M.A.6)	Meets standard: ∞ examples; represent and describe the same data in more than one way (e.g. charts, tallies and bar graphs	1:7.1 1:7.2 1:7.5 2:7.3
3) A student will know and be able to: a. use the term “maximum” and “minimum” when working with a data set; (M.A.6)	Meets standard: ∞ examples; represent and compare data attributes (e.g. largest, smallest, most often, least often) using pictures and bar graphs, tally charts and picture graphs.	1:7.3 2:7.1 2:7.4

4) A student will know and be able to: a. find and record the possibilities of simple probability experiments; explain differences between chance and certainty, giving examples; and (M.A.6)	Meets standard: ∞ examples; students conduct simple probability experiments by determining the number of possible outcomes and making simple predictions.	K:8.2 1:8.1 1:8.2 2:8.1 2:7.5 2:8.2
5) A student will know and be able to: a. conduct a survey and tally the results. (M.A.6)	Meets standard: ∞ examples; implement a simple survey by systematically collecting and organizing data.	2:8.3

7. Problem Solving (Ages 5-7): (to be assessed in 3rd grade)

1) A student will know and be able to: a. formulate problems from practical and mathematical activities; (M.B.1)	Meets standard: ∞ examples; students make decisions about how to set up math problems	K:11.1 1:11.1
2) A student will know and be able to: a. develop and apply strategies including guess and check, modeling and acting out, drawings, and extending patterns to solve a variety of problems; and (M.B.1)	Meets standard: ∞ examples; students use strategies, skills and concepts in finding solutions	2:11.1
3) A student will know and be able to: a. predict an answer before solving a problem and compare results to check for reasonableness. (M.B.1)	Meets standard: ∞ examples; students solve problems and justify their reasoning	2:11.2

8. Communication (Ages 5-7): (to be assessed in 3rd grade)

1) A student will know and be able to: a. translate problems from everyday language into math language and symbols; (M.C.1)	Meets standard: ∞ examples; students begin to use the skills of reading, listening and viewing to analyze mathematical ideas	1:12.1
2) A student will know and be able to: a. use manipulatives, models, pictures, and language to represent and communicate mathematical ideas; and (M.C.1)	Meets standard: ∞ examples; students use strategies, skills and concepts in finding solutions	2:12.1 2:12.2 2:12.3
3) A student will know and be able to: a. use everyday language to explain thinking about problem solving strategies and solutions to problems. (M.C.1)	Meets standard: ∞ examples; students explain their thinking when exploring and solving mathematical situations	K:12.1 1:12.1 2:12.2

9. Reasoning (Ages 5-7): (to be assessed in 3rd grade)

1) A student will know and be able to: a. draw conclusions about mathematical problems; (M.D.1)	Meets standard: ∞ examples: students note connection between one problem and another	K:13.1
2) A student will know and be able to:	Meets standard:	1:13.1 2:13.2

to: a. find examples that support or refute mathematical statements; and (M.D.1)	∞ examples; defend the reasoning used and justify procedures selected	
3) A student will know and be able to: a. explain why a prediction, estimation, or solution is reasonable.(M.D.1)	Meets standard: ∞ examples; students solve problems and justify reasonableness	2:13.2

10. Connections (Ages 5-7): (to be assessed in 3rd grade)

1) A student will know and be able to: a. apply mathematical skills and processes to literature; and (M.E.1)	Meets standard: ∞ examples; students formulate and solve problems of everyday situations	K:14.1 2:14.2
2) A student will know and be able to: a. apply mathematical skills and processes to situations with self and family. (M.E.1)	Meets standard: ∞ examples; demonstrate conceptual understanding of a method by applying it to a similar problem	1:14.1 2:14.1

1. Numeration (Ages 8-10): (to be assessed in 6th grade)

1) A student will know and be able to: a. read, write model order, and count with positive whole numbers to 1,000,000 and negative whole numbers; (M.A.1)	Meets standard: ∞ examples; read and write numbers in the millions	4:2.1 5:2.1 3:2.1 3:2.3
2) A student will know and be able to: a. use, model and identify place value positions from .0001 to 1,000,000; (M.A.1)	Meets standard: ∞ examples; order and compare whole numbers and decimals to two decimal places	3:2.4 3:2.7 3:2.8 3:2.9 4:2.6 4:2.7 5:2.5
3) A student will know and be able to: a. model and explain the processes of multiplication and division. Describe the relationships among the four basic operations; (M.A.1)	Meets standard: ∞ examples; students involving addition, subtraction, multiplication and division of whole numbers and understand the relationship among the operations	3:2.12 4:3.1 4:3.2 4:3.3 5:2.9
4) A student will know and be able to: a. identify and describe different uses for the same numerical representation;(M.A.1)	Meets standard: ∞ examples; interpret percents as part of a hundred, find decimal and percent equivalents for common fractions and explain why they represent the same value, compute a given percent of a whole number.	3:2.15 4:2.2 4:2.3 4:2.5 5:2.3 6:2.5
5) A student will know and be able to: a. model and explain the process of adding and subtracting fractions with common denominators and decimals that represent money;(M.A.1)	Meets standard: ∞ examples; solve simple problems including ones arising in concrete situation, involving the addition and subtraction of fractions, decimals and mixed numbers.	3:2.12 5:3.1 5:3.2 5:3.3

6) A student will know and be able to: a. identify and describe factors and multiples including those factors and multiples common to a pair or set of numbers; and (M.A.1)	Meets standard: ∞ examples; determine the prime factors of all numbers through 50 and write the numbers as the products of their prime factors.	3:2.11 4:2.9
7) A student will know and be able to: a. demonstrate the commutative and identity properties of multiplication. (M.A.1)	Meets standard: ∞ examples; use commutative and associative rule to do multiplication and check results.	3:2.5 5:3.4

2. Measurement (Ages 8-10): (to be assessed in 6th grade)

1) A student will know and be able to: a. estimate and measure weights, lengths and temperatures to their nearest unit using the metric and standard systems;(M.A.2)	Meets standard: ∞ examples; measure length weight and volume of two or more objects using standard and metric system	3:6.1 3:6.2 4:6.1 4:6.2 4:6.3 4:6.4
2) A student will know and be able to: a. identify and use equivalent measurements (e.g.60 minutes= 1 hour, 7 days = 1 week; (M.A.2)	Meets standard: ∞ examples; demonstrate understanding of time and measurement equivalency (minutes to hours, days to weeks, weeks to months, months to years)	3:6.7
3) A student will know and be able to: a. use a variety of measuring tools; describe the attribute(s) they measure;(M.A.2)	Meets standard: ∞ examples; use appropriate measurement tools and determine what they measure	3:6.6 4:6.10
4) A student will know and be able to: a. estimate and measure the dimensions of geometric figures; (M.A.2)	Meets standard: ∞ examples; measure the regular and irregular area of shapes, using appropriate units, begin to identify radius and diameter of a circle	3:6.3 3:6.4 3:6.5 4:6.5 4:6.6 4:6.7 4:6.8
5) A student will know and be able to: a. tell time using analog and digital clocks identifying AM and PM; find elapsed time and; (M.A.2)	Meets standard: ∞ examples; tell time to the nearest quarter of an hour and know time relationships (elapsed time).	3:6.8 3:6.9 4:6.11
6) A student will know and be able to: a. read, write and use money notation, determining possible combinations of coins and bills to equal given amounts; count back change for any given situation. (M.A.2)	Meets standard: ∞ examples; know and use the decimal notation and the dollar and cent symbols for money.	3:2.12 3:2.14

3. Estimation & Computation (Ages 8-10): (to be assessed in 6th grade)

1) A student will know and be able to: a. describe and use a variety of estimation strategies including	Meets standard: ∞ examples; round whole numbers through millions to nearest ten, hundred, thousand, ten thousand or hundred thousand and	3:1.1 3:2.2 4:1.2 4:1.3 4:1.4
--	--	---

rounding to the appropriate place value, multiplying by powers of 10, and using front-end estimation to check the reasonableness of solutions; (M.A.3)	decide when a rounded solution is called for and explain why such a solution may be appropriate	5:1.1 5:2.2 5:1.4
2) A student will know and be able to: a. recall and use basic multiplication and division facts orally, with paper and pencil without a calculator; (M.A.3)	Meets standard: ∞ examples; memorize to automatically compute the multiplication tables sort numbers between 1 and 100	3:4.3 4:4.1 3:4.7 4:4.6 5:4.1
3) A student will know and be able to: a. add and subtract whole number and fractions with common denominators to 12 and decimals, including money amounts, using models and algorithms; (M.A.3)	Meets standard: ∞ examples; solve simple problems including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less) ∞ solve problems involving functional relationships between two quantities (money notation)	3:4.6 4:4.5 5:4.2 5:4.5
4) A student will know and be able to: a. multiply and divide multi-digit whole numbers by 2 digit numbers, limiting the 2 digit divisor to those that end in 0; multiply and divide decimals that represent money by whole numbers; (M.A.3)	Meets standard: ∞ examples; demonstrate understanding of and the ability to use, standard algorithms for multiplying a multi-digit number, use relationships between them to simplify computations and check results	4:4.3 4:4.4
5) A student will know and be able to: a. find equivalent fractions; convert between fractions and mixed numbers and; (M.A.3)	Meets standard: ∞ examples; tell time to the nearest quarter of an hour and know time relationships (elapsed time).	5:4.6
6) A student will know and be able to: a. develop and interpret scales and scale models. (M.A.3)	Meets standard: ∞ examples; study and create scale models with a variety of materials	5:4.6

4. Function & Relationship (Ages 8-10): (to be assessed in 6th grade)

1) A student will know and be able to: a. use patterns and their extensions to make predictions and solve problems; describe patterns found in the number system including those formed by multiples, factors, perfect squares, and powers of 10; (M.A.4)	Meets standard: ∞ examples; analyze problems by identifying relationships, discriminating relevant information, sequencing and prioritizing information and observing patterns	3:10.1 4:10.1 5:9.3 5:9.4 5:9.5
2) A student will know and be able to: a. generate and solve simple functions by identifying and applying multiplication and division patterns; (M.A.4)	Meets standard: • examples; solve simple problems involving functional relationships using multiplication and division patterns	3:10.3 4:10.3

3) A student will know and be able to: a. use a calculator to find a missing item in a number sequence; (M.A.4)	Meets standard: ∞ examples; will continue to use mental math and pen and paper to find solutions to problems	5:9.6
4) A student will know and be able to: a. use words, lists and tables to represent and analyze patterns; and (M.A.4)	Meets standard: ∞ examples; describe, extend and recognize patterns by its rule.	3:10.4 4:10.4
5) A student will know and be able to: a. explain the purpose of variables and use them in open sentences to express relationships and describe simple functions. (M.A.4)	Meets standard: ∞ examples; use letters, boxes or other symbols to stand for any number in simple expressions or equations (e.g. demonstrate understanding and use of a concept of a variable).	3:10.2 3:10.5 4:10.5 4:10.2 5:10.4

5. Geometry (Ages 8-10): (to be assessed in 6th grade)

1) A student will know and be able to: a. identify and compare various triangles and quadrilaterals according to their sides and or angles;(M.A.5)	Meets standard: ∞ examples; visualize and sketch triangles and quadrilaterals from descriptions using mathematical vocabulary (e.g. sketch an equilateral triangle)	
2) A student will know and be able to: a. compare and contrast plane and solid figures e.g., circle/sphere, square/cube, triangle/pyramid) using relevant attributes, including the number of vertices, edges, and the number and shape of faces; (M.A.5)	Meets standard: • examples; describe and classify plane and geometric shapes (e.g. circle, triangle, rectangle, sphere pyramid, cube) according to the number and shape of faces and vertices	
3) A student will know and be able to: a. identify and model geometric figures that are congruent, similar, and/ or symmetrical; (M.A.5)	Meets standard: ∞ examples; understand and use formulas to solve problems involving perimeters and areas of rectangles and squares	3:6.1 3:6.2 5:6.1 5:6.8 4:6.5 4:6.8
4) A student will know and be able to: a. distinguish between area and perimeter; find both using a variety of methods including rulers, grid paper and tiles; (M.A.5)	Meets standard: ∞ examples; estimate and determine the area and volume of solid figures with squares or by counting the number of cubes that would fill them.	3:6.3 5:6.2 5:6.3
5) A student will know and be able to: a. identify and model transformations of geometric figures, describing the motions as slides, flips, or rotations; (M.A. 5)	Meets standard: ∞ examples; begin to identify figures that have bilateral and rotational symmetry	4:5.7 4:5.8 3:5.4
6) A student will know and be able to: a. locate and describe objects in	Meets standard: ∞ examples; students use two dimensional coordinate grids to represent points, graph	3:5.1

terms of their positions with and without compass directions; identify coordinates for a given point or locate points of given coordinates on a grid; and (M.A.5)	lines and simple figures	
7) A student will know and be able to: a. sketch and identify line segments, midpoint, intersections, parallels, and perpendicular lines. (M.A.5)	Meets standard: ∞ examples; students measure, identify and draw angles, draw perpendicular and parallel lines	4:5.5

6. Probability & Statistics (Ages 8-10): (to be assessed in 6th grade)

1) A student will know and be able to: a. collect, organize, and display data creating a variety of visual displays including tables, charts, and line graphs; (M.A.6)	Meets standard: ∞ examples; use pictographs, bar graphs and line graphs to display collected data	3:7.2 4:7.2
2) A student will know and be able to: a. present the data using a variety of appropriate representations and explain the meaning of the data; (M.A.6)	Meets standard: • examples; students organize represent and interpret numerical and categorical data, and clearly communicate their findings	3:7.3 4:7.3
3) A student will know and be able to: a. describe and interpret a data set using mean, median, mode, and range; (M.A.6)	Meets standard: ∞ examples; students begin to know the concepts of mean, median and mode; compute and compare them in simple examples and notice that they can differ	3:7.2 4:7.1
4) A student will know and be able to: a. estimate whether a game is a mathematically fair or unfair; analyze and present probability data using simple fractions; and (M.A.6)	Meets standard: ∞ examples; use fractions and percentages to compare data sets of different sizes	4:8.2 3:8.1 4:8.1
5) A student will know and be able to: a. conduct simple probability experiments using concrete materials and represent the results using fractions and probability. (M.A.6)	Meets standard: ∞ examples; students conduct simple probability experiments by determining the number of possible outcomes and making simple predictions	3:8.3 3:8.4 4:8.4

7. Problem Solving (Ages 8-10): (to be assessed in 6th grade)

1) A student will know and be able to: a. read and summarize a problem, using mathematical terms and symbols; (M.B.1)	Meets standard: ∞ Meets standard examples; students make decisions about how to set up problems using correct mathematical terms and symbols	3:11.1
2) A student will know and be able to: a. select and apply a variety of strategies including making a table, chart or list, drawing	Meets standard: • examples; begin to explain conjectures, solution processes, and answers using words, numbers, symbols, lists, charts and tables	4:11.1

pictures, making a model, and comparing with previous experience to solve problems; and (M.B.1)		
3) A student will know and be able to: a. explain and verify results of the original problem and apply what was learned to new situations; (M.B.1)	Meets standard: ∞ examples; develop generalizations of the results obtained and the strategies used and extend them to new problem situations	5:11.1

8. Communication (Ages 8-10): (to be assessed in 6th grade)

1) A student will know and be able to: a. use the mathematical vocabulary appropriate to the problem; (M.C.1)	Meets standard: ∞ examples; correctly use the vocabulary associated with the mathematical concepts being learned	3:12.2 5:12.2
2) A student will know and be able to: a. represent mathematical and practical situations using concrete, pictorial, and symbolic representation; and (M.C.1)	Meets standard: • examples; students describe, explain and justify mathematical ideas, concepts and their own thinking using accurate mathematical vocabulary, displays and notation	3:12.3
3) A student will know and be able to: a. organize and communicate mathematical problem solving strategies and solutions to problems. (M.C.1)	Meets standard: • examples; explain strategies when exploring and solving mathematical problems	3:12.1 4:12.1 5:12.1

9. Reasoning (Ages 8-10): (to be assessed in 6th grade)

1) A student will know and be able to: a. draw logical conclusions about mathematical situations; (M.D.1)	Meets standard: ∞ examples; express solutions clearly and logically using appropriate mathematical notation and terms clear language and support solutions with evidence in verbal and symbolic work	4:13.1 5:13.1
2) A student will know and be able to: a. given a rule or generalization, determine whether the example fits; and (M.D.1)	Meets standard: • examples; students develop generalizations and extend to other circumstances to see if it is applicable	3:13.1
3) A student will know and be able to: a. justify answers and mathematical strategies as reasonable.(M.D.1)	Meets standard: • examples; students solve problems and justify reasoning	4:13.1

10. Connections (Ages 8-10): (to be assessed in 6th grade)

1) A student will know and be able to: a. apply mathematical processes to social studies; and (M.E.1)	Meets standard: ∞ examples; formulate and solve problems based on main lesson units (history, science etc.)	4:14.1 5:14.2 6:14.1
2) A student will know and be able to: a. apply mathematical skills and processes to situations with friends and school. (M.E.1)	Meets standard: • examples; students formulate and solve problems based on everyday situations	3:14.1 5:14.1

Curriculum Alignment with Alaska State Content Standards: Science K-6

Science

A

<i>AK State Standard</i>	<i>Winterberry Charter School</i>
A student should understand scientific facts, concepts, principles and theories. A student who meets the content standard should:	
1. understand models describing the nature of molecules, atoms, and sub-atomic particles and the relation of the models to the structure and behavior of matter (Structure of Matter);	Covered in the Waldorf Curriculum in Seventh Grade.
2. understand the physical, chemical, and nuclear changes and interactions that result in observable changes in the properties of matter (Changes and Interactions of Matter);	Covered in the Waldorf Curriculum in Seventh Grade.
3. understand models describing the composition, age, and size of our universe, galaxy, and solar system and understand that the universe is constantly moving and changing (Universe);	<p>Earth Science in Sixth Grade includes Geology and Astronomy. Students consider how the earth was created years ago and how various forces have caused the formation of mountains, oceans, lakes and other geological features. Emphasis is placed on how the earth is changing constantly and what is causing these changes.</p> <ol style="list-style-type: none"> 1. Objects move in the sky in regular and predictable patterns. <ol style="list-style-type: none"> a. The patterns of the stars stay the same although they appear to move across the sky nightly. b. The moon's appearance changes during the lunar cycle. c. The position of the sun in the sky changes during the course of the day and from season to season. 2. The solar system consists of planets and other bodies that orbit the sun in predictable paths. <ol style="list-style-type: none"> a. The solar system includes the earth, moon, sun, eight other planets and their satellites and smaller objects such as asteroids and comets. b. Objects in the solar system have their unique appearances, compositions, relative position and size. c. The sun, an average star, is the central and largest body in the solar system. d. Galaxies are clusters of billions of stars (ex. The Milky Way) e. Stars may differ in size, color and temperature. f. Stars are the source of light for all bright objects in space. The moon and planets shine by reflected sunlight, not by their own light. g. The path of a planet around the sun is due to the gravitational attraction between the sun and planet.

	h. The tilt of the earth's axis and position of its orbit causes the seasons and day and night.
4. understand observable natural events such as tides, weather, seasons, and moon phases in terms of the structure and motion of the earth (Earth);	<p>In the first and second grades, as in the preschool and kindergarten, reverence and awe for the natural world are fostered. The science curriculum is taught by the teacher using a combination of regular nature walks and seasonal nature stories.</p> <p>Seasonal Nature Stories/ the child will:</p> <ul style="list-style-type: none"> ∞ Show attentive and respectful behavior while listening to the stories ∞ Respond to the stories with questions and comments that demonstrate comprehension and interest. ∞ Dramatize the story through acting and puppetry. <p>Nature walks/the child will:</p> <ul style="list-style-type: none"> ∞ Participate in nature walks with enthusiasm and interest in her surroundings ∞ Demonstrate through action and words careful observation of her surroundings. ∞ Demonstrate reverence and respect for the plants, animals, rocks and other elements of nature. <p>Natural Phenomena/the child will observe and partake in discussion about the following:</p> <ul style="list-style-type: none"> ∞ The powerful forces of weather, including the cycle of water. ∞ The building up and breaking down of matter in the mineral world. ∞ The growth of plants from seed to flower. ∞ The seasonal activities and impulses of animals. ∞ The metamorphosis of insects and other animals. ∞ The journey of the sun, moon and stars. ∞ The archetypal polarities of air, earth, fire and water. ∞ The human activities as related to all of these things.
5. understand the strength and effects of forces of nature, including gravity and electromagnetic radiation (Forces of Nature);	<p>In the early grades the child will observe and partake in discussion about the following natural phenomena:</p> <ul style="list-style-type: none"> ∞ The powerful forces of weather, including the cycle of water. ∞ The building up and breaking down of matter in the mineral world. ∞ The growth of plants from seed to flower. ∞ The seasonal activities and impulses of animals. ∞ The metamorphosis of insects and other animals. ∞ The journey of the sun, moon and stars. ∞ The archetypal polarities of air, earth, fire

	<p>and water.</p> <p>In the Physical Sciences block during the Sixth Grader the students are given a picture of what we can experience when observing the inanimate world and the opportunity to observe this phenomenon with all their senses.</p> <p>Physics/the student shall:</p> <ul style="list-style-type: none"> ∞ Develop an understanding of what constitutes the discipline of physics. ∞ Develop her observational skills further. ∞ Learn to write and draw exact descriptions and representations from observation. ∞ Appreciate the phenomena of sound (acoustics), light(optics), heat, electricity and magnetism.
6. understand that forces of nature cause different types of motion and describe the relationship between these forces and motion (Motion);	Covered during the Seventh Grade Physics block (mechanics) of the Waldorf curriculum.
7. understand how the earth changes because of plate tectonics, earthquakes, volcanoes, erosion and deposition, and living things (Processes that Shape the Earth);	<p>The study of geology in sixth grade is connected to geography (actual earth forms), and particularly local geography, whenever possible. The study moves from the ‘whole’ to the ‘part’. For example, only when a lively image of a granite mountain range as contrasted to a limestone landscape has been given are actual samples of the respective rocks presented.</p> <ol style="list-style-type: none"> 1. The earth seems firm and solid, but change is taking place all the time. Geological events as well as waves, wind, water and ice shape and reshape the earth’s land surface. <ul style="list-style-type: none"> ∞ Some changes in the earth are due to rapid processes such as a landslide, volcanoes and earthquakes. ∞ Natural processes, including freezing/thawing and growth of roots, cause rock to breakdown. ∞ Rivers and streams are dynamic systems that erode and transport sediment, change course and flood their banks in natural and recurring patterns. ∞ Landslides, erosion and water running downhill are dominant processes in shaping the landscape. ∞ Beaches are dynamic systems in which sand is supplied by rivers and moved along the coast by wave action. ∞ Shellfish in the ocean die and form strata of rock. ∞ Earthquakes are sudden motions along breaks in the crust called faults. ∞ Volcano fissures are locations where magma reaches the surface. There are four types of volcanoes. ∞ Earthquakes, volcanic eruptions, landslides

	<p>and floods change human and wildlife habitats.</p> <p>2. Plate tectonics explain important features of the earth's surface and major geologic events such as earthquakes and volcanic eruptions.</p> <ul style="list-style-type: none"> ∞ The fit of continents, location of earthquakes, volcanoes, mid-ocean ridges and the distribution of fossils and rock provide evidence of plate tectonics. ∞ The solid earth is layered with the cold, brittle lithosphere; the hot, convecting mantle; and the dense, metallic core. ∞ Plate tectonics have caused buckling of the earth's crust so that strata of rocks, which were once flat, become bent and twisted, causing mountains and valleys. ∞ These plates move at rates of centimeters per year in response to movements of the mantle. ∞ These great movements of the earth's crust create pockets below in which gas and oil form. <p>3. The earth is made of materials that have distinct properties. Rocks have different physical properties and different combinations of materials. These reflect the processes that formed them.</p> <ul style="list-style-type: none"> ∞ Sedimentary rocks are made from deposits of material. ∞ Sand becomes sandstone and the remains of sea creatures become limestone. (Other examples are coal and chalk) ∞ Igneous rocks form deep in the earth in a molten state. The movement of the earth's crust forces them out. (Examples are granite, basalt and lava) ∞ Metamorphic rock undergoes transformation with heat and pressure. ∞ Marble is transformed limestone; slate, transformed clay ∞ Common rock-forming minerals are quartz, mica, feldspar, calcite, and hornblende. Each has special properties. ∞ Soil is made from weathered rock and organic materials. Soils differ in color, texture, capacity to retain water and ability to support the growth of plants. ∞ Rock, water and soil provide many resources including food, fuel and building materials that humans use. <p>4. Evidence from rocks allows us to understand the evolution of life on earth.</p> <ul style="list-style-type: none"> ∞ Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects
--	---

	<p>over long periods of time.</p> <ul style="list-style-type: none"> ∞ The history of life on earth has been disrupted by major catastrophic events, such as volcanic eruptions. ∞ The rock cycle includes the formation of new sediment and rocks. Rocks are often found in layers with the oldest generally on the bottom. ∞ Fossils provide evidence of how life and environmental conditions have changed.
<p>8.. understand the scientific principles and models that</p> <ul style="list-style-type: none"> ○ describe the nature of physical, chemical, and nuclear reactions; ○ state that whenever energy is reduced in one place, it is increased somewhere else by the same amount; and ○ state that whenever there is a transformation of energy, some energy is spent in ways that make it unavailable for use (Energy Transformations); 	<p>In Grade Three Physical Sciences the students learn:</p> <ol style="list-style-type: none"> 1. Energy and matter have multiple forms and can be changed from one form to another. <ul style="list-style-type: none"> ∞ Energy comes from the sun to the earth in the form of light and heat. ∞ Water can be a liquid, solid or gas and can change back and forth from one form to another. Solid, liquids and gases have different properties. ∞ Evaporation and melting are changes that occur when objects are heated. Condensation occurs when water is cooled. ∞ Water in an open container can evaporate and water in a closed container cannot. ∞ When two or more substances are combined, a new substance may be formed that can have original properties. 2. Light has a source and travels in one direction (unless reflected). <p>In the Sixth Grade Physics block the student will develop an understanding of what constitutes the discipline of physics.</p> <ul style="list-style-type: none"> ∞ Sound has observable properties. <ol style="list-style-type: none"> a. Sound occurs constantly and can be categorized. b. Sound produces vibrations with distinct visible patterns. c. Sound travels through different media. ∞ Light has observable properties. <ol style="list-style-type: none"> a. The absence of light is darkness. b. Light can be treated by different means. c. Light itself cannot be seen. d. Unless obstructed, light travels in all directions from a source. e. The intensity of light decreases with distance. f. Light travels in a straight narrow path. g. Light passes through some materials, but not others. h. Primary color is generated from the interplay of light and dark.

	<ul style="list-style-type: none"> i. Shadows are created by the obstruction of light j. White light is a mixture of many wave lengths (colors) ∞ Heat has observable properties. <ul style="list-style-type: none"> a. Warmth and cold are more than physical qualities. b. Various materials have different temperatures. c. There are many sources of heat-combustion, light, friction, stress, chemical reactions. d. Warmth is an 'unshaper' and cold a 'form-giver'. e. Heating causes expansion in most solids, liquids and gases. f. Heat travels through solids and liquids by conduction (which involves no flow of matter) and by convection (which involves flow of matter). g. Heat energy is also transferred between objects by radiation. Radiation can travel through space. h. Hot air rises. ∞ Magnets have observable properties. <ul style="list-style-type: none"> a. Magnets have the ability to attract iron and steel. b. Magnets have a north and south seeking pole. c. Like magnetic poles repel each other, unlike poles attract each other. d. Magnetism can be propagated through various materials. e. Magnetism can be induced in steel by contact, by nearness and by rhythmic striking. Magnetized steel can be demagnetized. f. A field of force penetrates and surrounds a magnet. ∞ Static electricity has observable properties. <ul style="list-style-type: none"> a. Static electricity is produced by rubbing certain substances together. b. Static electricity can be observed by sound, sight, touch. c. An electrostatic charge can attract or repel. <p>Inorganic chemistry is covered in the Seventh Grade and organic chemistry in the Eighth Grade in the Waldorf curriculum.</p>
9. understand the transfers and transformations of matter and energy that link living things and their physical environment, from molecules to ecosystems (Flow of Matter and Energy);	The goal of the science curriculum is to enhance a child's wonder, curiosity and enthusiasm for the world and to provide opportunities for a child to feel s/he is part of a whole living cosmos. (See main headings below)

	<p>First Grade Life Sciences</p> <ul style="list-style-type: none"> ∞ The earth is inhabited by living plants, animals and people. ∞ There are always large seasonal patterns of growth and change. ∞ Animals have special ways to eat, move and protect themselves. ∞ Plants have different parts-roots, stems, leaves, flowers, seeds-and grow in different forms-shrubs and trees. <p>First Grade Earth Sciences</p> <ul style="list-style-type: none"> ∞ Seasonal weather can be observed with our senses ∞ Riches of the earth nourish life on top. <p>Grade Two Life Sciences</p> <ul style="list-style-type: none"> ∞ The earth is inhabited by living plants, animals and people. Plants, animals and people are interconnected and dependent upon each other and works as a whole. ∞ Seasonal patterns of change. ∞ Plants and animals meet their needs in different ways. ∞ Plants and animals have predictable life cycles. <p>Grade Two Earth Sciences</p> <ul style="list-style-type: none"> ∞ The earth has different features. ∞ The earth is composed of land, water and air. ∞ The moon's appearance changes. ∞ The position of the sun in the sky changes during the course of the day. <p>Grade Three Life Sciences</p> <ul style="list-style-type: none"> ∞ Plants and animals meet their needs with different physical structures and behaviors and increase their chance for survival. <p>Grade Three Earth Sciences</p> <ul style="list-style-type: none"> ∞ Objects in the sky move in regular and predictable patterns. ∞ Water on earth moves between the oceans, land and sky through the process of evaporation and condensation. ∞ The earth is full of resources. <p>Grade Three Physical Sciences</p> <ul style="list-style-type: none"> ∞ Energy and matter have multiple forms and can be changed from one form to another. <ul style="list-style-type: none"> a. Energy comes from the sun to the earth in the form of light and heat. b. Water can be a liquid, solid or gas and can change back and forth from one form to another. Solids, liquids, gases have different properties. c. Evaporation and melting are changes that occur when objects
--	---

	<p>are heated. Condensation occurs when water is cooled.</p> <p>d. Water in an open container can evaporate, and water in a closed container cannot.</p> <p>e. When two or more substances are combined, a new substance may be formed that can have original properties.</p> <p>∞ Light has a source and travels in one direction (unless reflected)</p> <p>Grade Four Life Sciences</p> <p>∞ All organisms need energy and matter to live and grow.</p> <p>∞ Adaptations in physical structure or behavior may improve an organism's chance for survival.</p> <p>Grade Four Earth Sciences</p> <p>∞ The earth's surface is always changing due to wind, water and ice.</p> <p>∞ The earth's features include mountains, valleys, meadows, river beds, beaches and deltas.</p> <p>∞ A watershed includes all the streams flowing into one river.</p> <p>∞ Alaska has many geographical features.</p> <p>Grade Five Life Sciences</p> <p>∞ Plants are in continual states of growth.</p> <p>∞ Plants have various physiologies. The physiology of plants illustrates the complementary nature of structure and function. These structures play parts in respiration, digestion and transport material.</p> <p>∞ Flowers and insects have symbiotic relationships.</p> <p>∞ Plants are at various stages of "completeness" (root, leaf, stem, flower)</p> <p>∞ Plants grow in different vegetational regions of the earth. Their growth form and adaptations reflect the climatic conditions of these ecosystems. Ecosystems can be characterized in terms of living and non-living components</p> <p>∞ Plants are characterized for various reasons.</p> <p>∞ People have found great uses for plants.</p> <p>∞ Plants and animals are related (depend upon one another for pollination, shelter, food)</p> <p>Grade Five Earth Sciences</p> <p>∞ Water on earth moves between the oceans and land through the process of evaporation and condensation.</p> <p>Grade Six Physical Sciences</p>
--	--

	<ul style="list-style-type: none"> ∞ Sound has observable properties. <ul style="list-style-type: none"> d. Sound occurs constantly and can be categorized. e. Sound produces vibrations with distinct visible patterns. f. Sound travels through different media. ∞ Light has observable properties. <ul style="list-style-type: none"> k. The absence of light is darkness. l. Light can be treated by different means. m. Light itself cannot be seen. n. Unless obstructed, light travels in all directions from a source. o. The intensity of light decreases with distance. p. Light travels in a straight narrow path. q. Light passes through some materials, but not others. r. Primary color is generated from the interplay of light and dark. s. Shadows are created by the obstruction of light t. White light is a mixture of many wave lengths (colors) ∞ Heat has observable properties. <ul style="list-style-type: none"> i. Warmth and cold are more than physical qualities. j. Various materials have different temperatures. k. There are many sources of heat-combustion, light, friction, stress, chemical reactions. l. Warmth is an 'unshaper' and cold a 'form-giver'. m. Heating causes expansion in most solids, liquids and gases. n. Heat travels through solids and liquids by conduction (which involves no flow of matter) and by convection (which involves flow of matter). o. Heat energy is also transferred between objects by radiation. Radiation can travel through space. p. Hot air rises. ∞ Magnets have observable properties. <ul style="list-style-type: none"> g. Magnets have the ability to attract iron and steel. h. Magnets have a north and south seeking pole. i. Like magnetic poles repel each other, unlike poles attract each other. j. Magnetism can be propagated through various materials. k. Magnetism can be induced in steel by contact, by nearness and by rhythmic
--	---

	<p>striking. Magnetized steel can be demagnetized.</p> <ol style="list-style-type: none"> l. A field of force penetrates and surrounds a magnet. <p>∞ Static electricity has observable properties.</p> <ol style="list-style-type: none"> d. Static electricity is produced by rubbing certain substances together. e. Static electricity can be observed by sound, sight, touch. f. An electrostatic charge can attract or repel.
10. understand that living things are made up mostly of cells and that all life processes occur in cells (Cells);	
11. understand that similar features are passed on by genes through reproduction (Heredity);	<p>Grade Two Life Sciences</p> <p>∞ Plants and animals have predictable life cycles. Organisms reproduce offspring of their own kind. The offspring resemble their parents and each other.</p>
12. distinguish the patterns of similarity and differences in the living world in order to understand the diversity of life and understand the theories that describe the importance of diversity for species and ecosystems (Diversity);	<p>Grade Two Life Sciences</p> <p>∞ The earth is inhabited by living plants, animals and people.</p> <ol style="list-style-type: none"> a. Plants, animals and people are interconnected and dependent on each other. b. Everything works together as a whole. All parts are needed. <p>∞ Plants and animals meet their needs in different ways.</p> <ol style="list-style-type: none"> a. Plants and animals both need water and food. b. Most plants and animals need light. c. Roots are associated with the intake of water and soil nutrients; green leaves are making food from sunlight. d. Animals have different diets and ways to get food. e. Animals have different ways to move. f. Animals and plants can protect themselves. g. Most animals make homes and use plants or even other animals for shelter and nesting.
13. understand the theory of natural selection as an explanation for evidence of changes in life forms over time (Evolution and Natural Selection);	<p>In Grade Four Life Sciences the students learn that:</p> <ol style="list-style-type: none"> 1. All organisms need energy and matter to live and grow. <p>∞ Plants are the primary source of matter and energy entering most food chains.</p> <p>∞ Producers and consumers (herbivores, carnivores, omnivores and decomposers) are related in food chains and food webs and they may compete with each other for resources in an ecosystem.</p> <ol style="list-style-type: none"> 2. Adaptations in physical structure or behavior

	<p>may improve an organism's chance for survival.</p> <ul style="list-style-type: none"> ∞ Animals have structures that serve different functions in growth, survival reproduction, eating, moving and protection. ∞ Animals have structures for respiration, digestion and transport of material. ∞ Animals have teeth shaped to eat different materials. ∞ There are diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands and wetlands. ∞ Living things cause changes in the environment where they live; some of these changes are detrimental to the organism, whereas others are beneficial. ∞ When an environment changes, some animals survive, others die or move to new locations.
<p>14. understand</p> <ul style="list-style-type: none"> ○ the interdependence between living things and their environments; ○ that the living environment consists of individuals, populations, and communities; and ○ that a small change in a portion of an environment may affect the entire environment (Interdependence); 	<p>Beginning in the early grades children learn that:</p> <ul style="list-style-type: none"> ∞ The earth is inhabited by living plants, animals and people. ∞ Plants, animals and people are interconnected and dependent on each other. ∞ Everything works together as a whole. <p>In Grade Three students learn that:</p> <ul style="list-style-type: none"> ∞ Plants and animals meet their needs with different physical structures and behaviors and increase their chance for survival. ∞ Different plants and animals inhabit different environments such as oceans, deserts, forests, grasslands and have features that help them survive in these places. ∞ Decomposers, including fungi, worms and insects, recycle matter from dead plants and animals. ∞ The earth is full of resources which can be used for food, shelter, clothes and health. ∞ These resources that the earth provides can be preserved and cared for. <p>In Grade Four Life Sciences the students learn that:</p> <p>1. All organisms need energy and matter to live and grow.</p> <ul style="list-style-type: none"> ∞ Plants are the primary source of matter and energy entering most food chains. ∞ Producers and consumers (herbivores, carnivores, omnivores and decomposers) are related in food chains and food webs and they may compete with each other for resources in an ecosystem. <p>2. Adaptations in physical structure or behavior may improve an organism's chance for survival.</p> <ul style="list-style-type: none"> ∞ Animals have structures that serve

	<p>different functions in growth, survival reproduction, eating, moving and protection.</p> <ul style="list-style-type: none"> ∞ Animals have structures for respiration, digestion and transport of material. ∞ Animals have teeth shaped to eat different materials. ∞ There are diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands and wetlands. ∞ Living things cause changes in the environment where they live; some of these changes are detrimental to the organism, whereas others are beneficial. <p>When an environment changes, some animals survive, others die or move to new locations.</p>
15. use science to understand and describe the local environment (Local Knowledge); and	<p>In the kindergarten children take part in nature walks where the children observe their surroundings and the seasonal changes that take place. The early science curriculum also uses nature stories. These stories serve to connect the child to her natural environment and encourage a love and reverence for her surroundings.</p> <p>In Grade Four Earth Sciences the students learn about the local geography as part of a block on Alaska.</p> <p>The forces that shape and change the geographical features.</p> <p>Topographical and two-dimensional maps.</p>
16. understand basic concepts about the theory of relativity, which changed the view of the universe by uniting matter and energy and by linking time with space (Relativity).	

Science**B**

<p>A student should possess and understand the skills of scientific inquiry. A student who meets the content standard should:</p> <ol style="list-style-type: none"> 1. use the processes of science; these processes include observing, classifying, measuring, interpreting data, inferring, communicating, controlling variables, developing models and theories, hypo-thesizing, predicting, and experimenting; 2. design and conduct scientific investigations using appropriate instruments; 3. understand that scientific inquiry often involves different ways of thinking, curiosity, and the 	<p>Throughout the Grades the students will use Investigation and Experimentation:</p> <p>1. Observation is the means through which we learn.</p> <p>Grade One:</p> <ul style="list-style-type: none"> ∞ Observe using the senses. ∞ Communicate observations artistically, dramatically, orally. ∞ Describe positional objects using reference (above, below). ∞ Compare and sort common objects based on one physical attribute (including color, shape, size). <p>Grade Two:</p>
---	--

<p>exploration of multiple paths;</p> <ol style="list-style-type: none"> 4. understand that personal integrity, skepticism, openness to new ideas, creativity, collaborative effort, and logical reasoning are all aspects of scientific inquiry; 5. employ ethical standards, including unbiased data collection and factual reporting of results; and 6. employ strict adherence to safety procedures in conducting scientific investigations. 	<ul style="list-style-type: none"> ∞ Observe using the five senses. ∞ Describe their observations orally, pictorially and dramatically. ∞ Compare and sort common objects based on two or more physical attributes (including color, shape, size, etc.) ∞ Draw descriptions of sequence of events and observations. <p>Grade Three:</p> <ul style="list-style-type: none"> ∞ Observe using their five senses. ∞ Describe their observations orally, in writing and artistically. ∞ Develop their questions learning to use what, when and where. ∞ Measure length, weight and liquid with standard and non-standard measurement. ∞ Compare objects. <p>Grades Four and Five:</p> <ul style="list-style-type: none"> ∞ Observe using their five senses. ∞ Describe their observations orally, in writing and artistically. ∞ Develop their questions learning to use what, when and where. ∞ Reproduce land forms on a small scale, three-dimensionally. <p>Grade Six:</p> <ul style="list-style-type: none"> ∞ Observe with their five senses ∞ Follow instructions for a scientific investigation. ∞ Record data on charts, diagrams and graphs. ∞ Distinguish between what is known and what is seen. ∞ Develop questions using when, where and what. ∞ Communicate procedures and conclusions of an experiment in written reports, artistic diagrams and verbal presentations.
---	--

	In Grades Seven and Eight the standards in this area are expanded upon.
--	---

Science**C**

A student should understand the nature and history of science. A student who meets the content standard should:	
1. know how the words "fact," "observation," "concept," "principle," "law," and "theory" are generally used in the scientific community;	
2. understand that scientific knowledge is validated by repeated specific experiments that conclude in similar results;	
3. understand that society, culture, history, and environment affect the development of scientific knowledge;	
4. understand that some personal and societal beliefs accept non- scientific methods for validating knowledge;	
5. understand that sharing scientific discoveries is important to influencing individuals and society and in advancing scientific knowledge;	
6. understand that scientific discovery is often a combination of an accidental happening and observation by a knowledgeable person with an open mind;	
7. understand that major scientific breakthroughs may link large amounts of knowledge, build upon the contributions of many scientists, and cross different lines of study; and	
8. understand that acceptance of a new idea depends upon supporting evidence and that new ideas that conflict with beliefs or common sense are often resisted.	

Science**D**

A student should be able to apply scientific knowledge and skills to make reasoned decisions about the use of science and scientific innovations. A student who meets the content standard should:	
1. apply scientific knowledge and skills to understand issues and everyday events;	The teaching of Science in the Sixth Grade is based mostly on observation so that true and sound conclusions can be drawn. Students engaged in exploring the “mysteries” of nature rather than being given instant conclusions. In this process they experience and realize that the path to knowledge is at times difficult and different from the stores of information with which we are inundated. Experiments start with what is familiar and known. Students carefully write up their observations and

	artistically illustrate their notebook pages.
2. understand that scientific innovations may affect our economy, safety, environment, health, and society and that these effects may be long or short term, positive or negative, and expected or unexpected;	Covered in Waldorf curriculum in Grade Eight.
3. recommend solutions to everyday problems by applying scientific knowledge and skills;	
4. evaluate the scientific and social merits of solutions to everyday problems;	
5. participate in reasoned discussions of public policy related to scientific innovations and proposed technological solutions to problems; and	
6. act upon reasoned decisions and evaluate the effectiveness of the action.	