

**RENEWAL
Charter School
APPLICATION**
for



FY 2018

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Section 1: Establishment of the Charter at the local level

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 the only arts-integrated K-8 school in the Anchorage School District (ASD) that is inspired by Waldorf educational methods. Our Waldorf inspired curriculum covers the full scope of ASD Common Core Standards. Winterberry was founded by parents dedicated to making this educational environment available for all interested Anchorage families. We offer both a site-based classroom program as well as the Hybrid Program which provides a blended school option for parents who wish to have more flexibility with their child's education. Winterberry's programs are designed to promote the growth and development of the whole child – head, heart, and hands.

Our Mission

Growing the innate potential in each child.

Our Vision

*“To receive the children in reverence;
educate them in love,
and send them forth in freedom.”*

-Rudolf Steiner

Our Purpose

Our purpose is to nurture and develop healthy, responsible and creative human beings. We are a public school providing a holistic learning environment, and believe that all

children are natural learners who can achieve in all realms of life, within our program and after graduation. Staff are committed to a consistent philosophy guided by Waldorf educational methods, and offer each student meaningful, hands-on, developmentally appropriate experiences that inspire learning and personal growth.

Our Aspirational Goals

Children

- Are engaged kinesthetically, socially, emotionally, and cognitively;
- Are immersed in activities that best honor their developmental stage;
- Are joyful and lively at school, and want to attend;
- Are kind and empathetic towards one another;
- Respect their teachers and adult visitors;
- Show care for their own physical and emotional selves;
- Respect their school, and the materials they use for lessons;
- Are connected to the natural world;
- Are engaged in age-appropriate practical aspects of life, and enjoy this work; and
- Are willing to share their authentic selves with the school community.

Teachers

- Feel engaged, challenged, and rewarded by their work;
- Create safe, nurturing, developmentally grounded environments to support student learning; Utilize predictable yet flexible rhythms to help students attain strong academic and social habits;
- Enthusiastically collaborate to support one another, better serve the students, and contribute to the larger school community;
- Embody the use of communication and governance agreements by actively using them in their work;
- Offer regular educational opportunities and resources to our parent body;
- Utilize Waldorf-inspired methods to create nurturing daily rhythms and dynamic learning environments;

- Consciously respect the diverse ethnic, religious, and family backgrounds of our students;
- Respect and understand that children develop in predictable ways, and deliver a curriculum that recognizes these stages;
- Observe each child to perceive his or her gifts and needs, and use imagination, interest, and movement to engage each student; and
- Act as loving role models who demonstrate empathy, kindness, self-discipline, problem-solving, and communication skills in their daily contact with students, fellow teachers, parents, and administrators.

Parents

- Are welcomed at school. They are supported and acknowledged as their child's first teacher, most important role model and advocate;
- Are encouraged to talk openly with school staff about their children's unique needs, and will gain help and a commitment to resolving problems positively;
- Have chosen a Waldorf inspired methods curriculum for their children by participating in the Winterberry Charter School (WCS) lottery and enrolling their child at Winterberry. The three governing Winterberry bodies (Staff, Winterberry Charter Council and Winterberry Parent Guild) encourage parents to have a clear understanding of Waldorf pedagogy through self-study and participating in school sponsored pedagogical enrichment events;
- Are encouraged to establish a home rhythm that is screen free during the week to reinforce healthy habits, improve sleep and support direct experience with the real world. Limiting the use of screen time to approximately one hour a day on the weekends facilitates the development of the child's own image making capacities;
- Are encouraged to provide a healthful diet that supports the child's natural growth and development;
- Are expected to provide appropriate gear and clothing for extended time in the outdoors, year-round; and
- Are supported in developing the above habits through regular educational opportunities, and through partnering with their child's teacher.

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 inspired methods and Winterberry’s 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; and
- Runs a welcoming, orderly, efficient school that is accountable and fosters relationships within the school’s educational community.

Curriculum

- Is firmly rooted in Waldorf education’s holistic vision of the child, and the recognition that children learn best through imaginative experiences in arts and movement integrated academics;
- Encompasses the scope of ASD Common Core Standards as a method of maintaining accountability for student learning and progress;
- Aids in skill development, sensory integration and play in the early grades to develop a strong foundation for more complex learning, optimally timed to children’s brain development and their changing physical, social, and emotional aptitudes; and
- Places emphasis on hands-on lessons and the integration of art, music and rhythm in the main lesson. For this reason children are introduced to computer technology at school in the upper grades (6, 7 and 8) when their physical and intellectual capacities are developmentally ready to undertake the sedentary, cognitive nature of computer use. Please see pages 36-37 of the “Public Waldorf School and the Common Core Standards” published by the Alliance for Public Waldorf Education and included in this application as Appendix F.

Classroom

- Has an immediate welcoming presence from the teacher and is an orderly, nurturing place of learning;
- Uses natural, aesthetic, and high quality materials for classroom decoration and instruction (e.g. toys and furniture, art and writing tools, books);
- Accommodates Waldorf inspired teaching methods (blackboard, nature corner, cubbies) and meets functional and safety requirements; and
- Instills responsibility, care and stewardship of physical things.

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; and
- Winterberry is an advocate for making Anchorage a better place for kids and families to live, work, play, and learn.

How the Charter has changed since the last application:

- Description of the school's educational program has been changed so that it directly aligns with language the Alliance for Public Waldorf Education has developed to encourage consistency throughout the public Waldorf school movement;
- WCS joined the ASD online lottery so the admissions procedure outlined in the 2007 charter is no longer in place;
- A description of the school's hybrid program, which was started in 2014, has been included.
- Language regarding the assessment for and delivery of special education services has been changed to reflect current law and regulations and to align with ASD policies;
- Specific class size limits have been removed to allow for the flexibility to balance demand, funding, and the particular potential of individual classes; and
- Changes to structure and wording to make the charter more concise and readable.

2017 – 2018 Winterberry staff roster (all 1.0 FTE unless otherwise noted):

Principal Eric Andersen

Kindergarten Teacher Lisa Stratford

1st Grade Teacher Molly Towner

2nd Grade Teacher Jeremy Crawford

3rd Grade Teacher Emily Becker

4th Grade Teacher Kristen Seif

5th Grade Teacher Bob Dyer

6th Grade Teacher Sarah Glaser
7th Grade Teacher Corrie Bennett
8th Grade Teacher Sandy Christenson
Hybrid Teacher Julie Pepe-Phelps
Spanish Teacher Emily Baker
Handwork Teacher Sarah Robicheaux
Movement Teacher Andrew Anderson
Music Teacher Ricky Lind (.6 FTE)
Special Ed Teacher Lorraine Miner
Reading Specialist Cheryl Silcox
Teaching Mentor Alicia Besh-Barber (.75 FTE)
Kindergarten TA Michele Wilson
Handwork TA Jenna Coats
SPED TAs (two) Kimberly Spillane, Tammy Walette
Admin. Assistant Colleen Morris
Business Manager Shana Garrels
BPO Edwin Guantero

Winterberry may add the following positions in the future. This list is not inclusive.

- Woodworking teacher
- Eurythmy teacher
- Pedagogical Chair
- Outreach Coordinator
- Nurse

School-wide behavior plan

The principal and the school's staff are committed to implementing a school-wide behavior plan (such as Foundations or a similar type) that maintains Winterberry's positive climate and culture while effectively addressing student behaviors that disrupt the learning

environment. It is expected that the Foundations Behavior Support System will be fully implemented at WCS by the beginning of the 2018-2019 school year.

Number of students Served/Pupil to Teacher Ratio

Current enrollment as of October 2017 is 235.

Winterberry will have a maximum student enrollment of 350 in grades K - 8.

The student to teacher ratio is 20:1.

Nonsectarian Statement

Winterberry offers a nonsectarian, multicultural 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.

Section 2: Organization and Administration

Winterberry Charter School (WCS) is a K-8, Waldorf-inspired school in the Anchorage School District. WCS is governed by an Academic Policy Committee (APC), known as the Winterberry Charter Council (WCC), consisting of up to 13 members (there are seats for up to 10 parents, up to 2 staff members, and a community member). The WCC employs and manages a Principal/Administrator who, in turn, manages the faculty/staff, the day-to-day operations of the school, plans and implements the budget, and other duties as assigned by the WCC, or as required by law. The principal/administrator meets with the chair of the WCC on a regular basis and reports to the WCC at the monthly meetings.

In addition to governing and supervising all aspects of the school, the WCC fulfills the duties prescribed in AS 14.03.250 (Establishment of Charter Schools) and performs the following functions:

- Ensure the fulfillment of the mission of Winterberry Charter School as stated in the Winterberry Charter School Charter School/Anchorage School District contract;
- Promote professional conduct in accordance with Anchorage School District policies;
- Contract with a Type B certificated administrator;
- Delegate to the Principal those tasks deemed appropriate by the WCC 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 the contract with the Anchorage School District and by law;
- 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

- Review and rule on any other questions, issues, or policies that may from time to time arise, to the extent permitted by the contract with the Anchorage School District, applicable district policies and procedures and by law.

There are two additional groups, Winterberry Parent Guild and the Faculty Council, who support the school and participate in decision making.

The Winterberry Parent Guild (WPG), is a representative parent body made up of one member per class (for a total of nine class representatives), a faculty member and six officers. Each class also selects an alternate with full voting rights to fill in when the primary class representative is not available. The WPG appoints one parent member to serve as a liaison with the WCC. The WPG liaison to the WCC is a voting member of both bodies. The WPG's main functions are to conduct fundraisers and support the school's programs through volunteer efforts. The WPG is a separate, not-for-profit incorporated entity that coordinates its activities with the WCC and the Faculty Council to complement the school's mission.

Winterberry's Faculty Council (FC) consists of the school's teaching staff and attendance at the FC's weekly meetings are part of each teacher's workload. Collectively the FC is responsible for pedagogical issues and decisions. This collaboration among the faculty on school governance allows the faculty to apply their expertise to school-wide issues and helps ensure that Winterberry's decision-making process truly supports Waldorf inspired education. The FC also leads the school festivals to ensure that these events meet their educational purposes.

WCS strives to honor a "3-Body" process, when it is appropriate, by having major decisions go through a robust review by the Faculty Council, the Winterberry Parent Guild, and the Winterberry Charter Council. The goal is for the three bodies to reach a decision through consensus. Each group has a voice in the process as we look for consensus on school-wide issues.

Description of school schedule and calendar

Winterberry's current daily student contact schedule is 8:15AM to 3:15PM Monday, Tuesday, Wednesday and Friday and 8:15AM to 12:30PM on Thursdays. Thursday afternoons are used by WCS staff for collaborative planning, training and professional development.

To facilitate the daily rhythm for students, specialty teachers provide instruction on the first day of school each year. A signed agreement with the AEA is attached as Appendix M.

Winterberry follows the Anchorage School District yearly calendar, including dates for mandated testing, holidays and parent-teacher conferences, unless there is need to diverge from the ASD calendar to accommodate a school specific need, such as for the twice yearly visits by the school's mentors or for faculty training intensives. Annual waivers for the school calendar will be submitted on a timely basis as needed.

Section 3: Educational Program and Student Achievement

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, storytelling, puppetry, cooking and baking, handwork, meaningful work and nature crafts. The kindergarten curriculum is designed to nurture and enhance the young child's physical development, including motor skills, language development, sensory development and social development. The harmonious daily rhythms strengthen the child's sense of security, self-confidence, imagination, and creativity. Daily exposure to the natural world, seasonal rhythms, and festivals all connect the child to the world and nurture a sense of caring for the environment and for others. All of this, taken together, and embarked on cooperatively prepares the child for a more structured academic curriculum in grades 1 through 8.

- **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 eight years of elementary school, grades 1-8. The class teacher teaches 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 long-term relationship with the child's parents and extended family, allows for continuity between the home and school life, and can enhance the collaborative aspect of developing each child to his or her fullest potential.

- **A Morning "Main Lesson" -**

Each morning the children start with the two-hour Main Lesson with their Class Teacher. During this time when young minds are freshest, they intensively study a block from one of the core subjects. In this way the rhythm of the day begins with the work that requires the most attention, and each academic subject can receive special focus during the course of the year. The teacher has time to enter each subject in depth and to approach it in a variety of ways, time to enliven each topic with poetry, drawing, painting, modeling and drama. Thus, intellectual learning is always combined with artistic, rhythmical and practical work. Once one topic has been fully explored (3 to 4 weeks), a new Main Lesson block is introduced.

Subjects that require regular repetition in shorter lessons and are more social in nature occupy the later part of the morning and the afternoon. Other specially trained teachers teach subjects such as foreign languages, music, eurythmy, handwork, and physical education. There is a wonderful coordination and harmony of subject material throughout the curriculum in the Main Lesson block and in the classes.

“The main lesson block, which continues for 3-4 weeks has become one of the most successful and distinguishing features of Waldorf education. It allows teachers to cover the curriculum intensively and economically, and provides the students with the fullest possible immersion in a subject. The main lesson block assures that students have sufficient time to experience a living process of learning.”

■ Roberto Trostli, Waldorf teacher, author, lecturer

● The Arts

Drama, painting, music, drawing, modeling, etc., are integrated into the entire K-8 curriculum, including mathematics and the sciences. The arts are also offered as special subjects. In the first grade students are taught to play the pentatonic flute. Other instruments are gradually introduced, leading to choir and orchestra in the higher grades. The art of eurythmy, taught in all 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 grades 1-8. 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

Aside from English, at the WCS students have the opportunity to begin hearing and speaking Spanish beginning in the lower grades. As the school grows it may decide 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.

● Practical Work

Crafts, handwork, and practical work including fiber arts, woodworking, bookbinding, house building, and gardening, are an integral part of the required curriculum from kindergarten through the grades. As students progress through the grades they learn a variety of practical skills resulting in the creation of useful and beautiful objects. Research has confirmed the strong relationship between working with one's hands and brain development. In addition to improving brain capacity, fine motor activities serve to increase the nerve endings in the fingertips, improving an individual's ability to perform fine motor tasks. The gains a person can achieve in this area are greatest when they are young. Handwork skills in the early grades develop 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 knitting, crocheting, spinning, sewing, 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 came characters that represented the pictures. 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. Through grades K-8, movement, stories, songs, poetry, games and the use of manipulative materials help students to actively learn mathematical concepts. 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**

At all levels, science is taught experientially. Through direct experience of natural phenomena, children engage in the natural world throughout their journey. In grades K-3, The younger grades teachers utilize the children's natural affinity for the objects in their environments and provide opportunities for appreciation and reflection in the natural world. In grade four this study is expanded by examining the various categories of animals in a study of Zoology; in grade five the students experience the details of plant life with botany, and sixth grade Geology and Mineralogy are the major subjects. Seventh and eighth grade utilize a laboratory setting for physics and chemistry. All science studies follow a phenomenological approach, in which key aspects of the subject are brought to the students in ways that allow for a direct experience. That experience is followed by reflection, imagination, and frequently with additional artistic work. Finally, the teacher helps to guide students to conclusions that reflect the principles and laws governing that body of science.

Whole Child Curriculum

At Winterberry Charter School we use a Whole Child Curriculum, based on the Waldorf educational approach. This approach is based on widely accepted human developmental trends, and has evolved considerably since the first Waldorf School opened in 1920. The concern of the teachers, at all stages of this development, is to meet each child with learning activities and content that he or she is most ready to receive and learn. These principles are drawn from psychology, philosophy, cognitive research and a wide range of educational thinkers. It includes 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) A coherent image of the developing human being is the foundation of sound pedagogy:

The human being is multifaceted, and at WCS we view the human being as having needs that arise from the physical, emotional, intellectual, moral, cultural, and social realms of life. We view each child as a whole being, who holds within all capacities necessary for a healthy and productive life. We strive to educate all aspects of the human being.

(2) An understanding of child development guides all aspects of our program:

Human development proceeds in identifiable seven-year phases. Each phase has characteristic physical, emotional, and cognitive dimensions, as well as an optimal learning orientation. From 0-7, we see rapid physical development and learning through imitation; from 7-14 brain development, blooming intellectual capacities, rich imagination, and respect for a loving authority guide the child; from 14-21 a maturing intellect and search for truth, both in the world and in oneself, often predominates. The curriculum at WCS is designed to meet these phases and support them, always keeping in mind that the most “efficient” education capitalizes on the natural development of the child. Forcing learning at the wrong time is not only ineffective; it can be damaging. Our strategies and techniques include, but are not limited to, the following:

- Experiential learning, proceeding from experience and imagination to the concepts.
- Rhythmic learning, in which daily and weekly rhythms allow for review and repetition to arise naturally from the rich imagination and experiences that form the lessons. The structure of the school day at WCS is attuned to student’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.
- Holistic learning, in which the 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. Specialty classes are tuned to the main themes of each class, allowing the students to experience their learning day as a whole.
- Internalization of the material by the teachers, allowing for a human-to-human, artistic presentation of the content. Each lesson is infused with some element/s of visual art, sculpture, music, storytelling, speech, or drama that brings the material to life, and connects the students more directly and intimately to the subject.
- The use of narrative gives students a conceptual framework within which they can orientate themselves and understand their experiences. Younger students listen to stories told by a teacher

in his/her own words, not read from a book. Teachers inspire students to identify with characters in stories and develop linguistic and listening skills. Teachers use story as a classroom management tool with younger students. Inspirational or thought-provoking stories take the place of moralizing or lecturing older students. 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 student 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.

- The use of imaginative imagery, or “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 students’ 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.
- Student creation of their own record of learning, through their self-created textbooks, called Main Lesson books, portfolios, projects, and other artifacts.
- Assessment strategies that include child observation, portfolio or Main Lesson book assessment, formative assessments, written narratives, and standardized testing.

(3) Healthy relationships form the basis of quality education:

Enduring relationships, and the time needed to develop them, are central to the mission of WCS. We will continue to use the well-established Waldorf model in which one teacher “loops” together with his or her class from grade to grade, allowing time to work with the entire class to create a relationship-based community of learners who can rely on one another for support, inspiration, and guidance over the years. Furthermore, this multi-year commitment on the part of the teacher and the parents allows each child to grow and develop individually, with all concerned adults “on the same page” from year to year. This structure of continuity helps create a connection between the home and school community. WCS class teachers will strive to remain with their classes 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 of the day. The class teacher also reinforces this learning with practice periods in language and mathematics at other times in the day. He or she ends the student’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 students 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 students' relationship to learning. This is a solemn public responsibility that requires mutual collegial support.

WCS will work outside the classroom to build our larger student/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.

(4) The school is part of a larger society, and exists to serve the needs of the individual and of society:

Creating healthy, well-adjusted, compassionate individuals is a benefit to the larger society. 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 developing renewable energy sources. We intend to teach students to become aware of the inherent ecology of life and as something that is connected to everything we see and do. 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.

Specifically, the students attending and graduating from WCS will be supported in:

- Finding a harmonious relationship between their willing, thinking, and feeling lives;
- Developing self-awareness and social competence;
- Developing initiative and self-confidence necessary to make intentions into realities; and
- Cultivating an interest in the world and generating a feeling of responsibility for oneself and one's community, as well as for the natural world and the environment.

(5) The school is a learning community, which supports life-long learning and self-knowledge:

Teachers focus on the class as a dynamic whole, constantly working 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 in which students learn from each other. This model is reflected in the school community at large, and all community members have opportunities for education and continuing education, as well as for deeper involvement in the school through the governing bodies, parent educational opportunities, workshops, festivals, class meetings, and daily volunteer opportunities. WCS 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 students. 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.

(6) School leadership is collaborative:

The governance of the school is spread across three bodies, the WCC, the WPG, and the staff. Each body strives to model collaborative leadership within its meetings and decisions, and the three bodies work together to make important decisions that affect the entire school community. Trust within and among the bodies is crucial for the healthy maintenance and growth of WCS. The personal behavior of adults and teachers at WCS will be an example to the students. In addition, students will learn about how to be a leader in different ways at different stages of their development:

- Kindergarten teachers will endeavor to be a worthy model of kindness, strength, and daily rhythm to the students, 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 students *want to be led by teachers they respect as experts* to develop themselves into enthusiastic lifelong learners.

(7) 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. Students 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. Students will evaluate their fellow students' 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.

The Grades in a Nutshell

NOTE: Curriculum summaries which outline appropriate placement of the Common Core Standards into Waldorf inspired programs for K through 8 are found in Appendix F.

K - In kindergarten, a strong and healthy foundation is laid for the formal academic curriculum that begins in First Grade. Young children gain experience and develop relationships with learning primarily through structured indoor and outdoor free-play periods in which the children imaginatively and creatively self-direct their play. The curriculum includes circle time where the children recite verses, sing songs and play movement games that support literacy and develop fine gross and fine motor skills. Children participate in

artistic activities including wet-on-wet watercolor painting, beeswax modeling, crayon drawing, as well as forms of handwork such as finger knitting, braiding, sewing and woodworking to support development of fine motor skills, numeracy, sequencing and spatial awareness. . Children develop organizational skills and social skills through practical work of setting the table for snack, cleaning up after free play, cooking, sweeping and washing. The daily Kindergarten routine introduces skills in mathematics through counting and sorting, measuring, baking, ordering, hand clapping and sequential repetitive songs. Music is woven throughout the day as an aid for transitioning from one activity to the next as well as laying the foundation for mathematics and the sciences studied in the upper grades (for example, physics of sound). Gardening and nature walks are the foundational piece to botany and ecology where the children develop a deep connection to the earth and changing of seasons through observation. Story time encompasses vocabulary-rich fairy or folktales from around the world where children build reading comprehension and literacy skills. 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 eight grades with their students—create a “rhythm” for students’ school lives that will continue in core learning areas through all the grades:

- Language Arts - Through fairy tales and stories from around the world, each letter of the alphabet is introduced both pictorially and phonetically. The rich context of the story is reviewed the following day to strengthen comprehension skills. Students develop a deep connection to the letters and master the sound-to-symbol relationship through concrete images from the story. Short descriptive sentences are composed to accompany each picture and letter. Word families and word patterns are explored and practice. Literacy is strengthened through orally summarizing the story, writing, singing, and poetry.
- Mathematics - The qualities of numbers, and exploration of whole, natural objects are used to introduce counting. Number sense and arithmetic concepts are developed experientially through movement and hands-on activities in many forms, including rhythmic choral math poems, step counting and clapping. Through rich images and story, the four basic mathematical processes are introduced followed by practical experiences in adding, subtracting, multiplying and dividing.
- 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.
- Handwork—Students are taught to knit which helps to strengthen their eye-hand coordination and to enhance their ability to concentrate and perceive patterns, particularly at this age when the brain is still developing. Handwork supports numeracy.

- 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 Spanish 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 gardening, outdoor experiences, animal stories, nature stories and observation of seasonal changes. Through gardening and inquiry-based explorations of nature, students develop fundamental scientific skills of observation, curiosity and reverence for the natural world.

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. Animal fables, nature stories and legends from around the world of people who have gone above and beyond to do good deeds for others provide the context for the development of writing skills. Students participate in the retelling of the story and the teacher guides the class in the writing process of the summary. Reading skills are achieved through the experience of reading what the child has written in their main lesson books. Daily lessons also include spelling, introductory grammar, phonics work, sight recognition of high-frequency words, word families and patterns. Elements of grammar, lower case printing and cursive writing are introduced and developed. Tongue twisters, all-class choral recitations, songs, speech exercises and grammar games all support literacy. Studies in Spanish continue.
- Mathematics – Imaginative stories are used to further illustrate and deepen a strong foundation in the following math concepts: addition, subtraction, multiplication, division, place value, column problems, number problems, carrying and borrowing. Rhythmic counting by 2's, 3's, 4's 5's, 10's are transformed into multiplication tables and experienced through use of whole body movement, geometric drawings and number tables. Word problems continue and students learn to write simple algorithms. Students practice math concepts by solving written, oral story and mental math problems.
- Handwork– 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, seasonal changes, gardening, nature studies, and weather.

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 – Students explore the study of practical life (farming, housing, clothing) through stories from ancient history. Through the daily oral telling of stories, students deepen capacities for conceptual thinking. Reading, writing, the fundamentals of grammar, spelling, penmanship, listening and speaking are developed through the story, oral recalling of the story, recitations, speech exercises, tongue twisters, movement and artistic approaches like painting and beeswax modeling. The study of grammar awakens children’s awareness of the parts of speech—words that are doing, naming or describing. Composition and cursive writing skills deepen. Letter writing skills are introduced. Studies in Spanish continue.
- Mathematics – Study of math remains physically connected through practical measurements of length, volume, time, weight, money, prime numbers, multiplication tables and music. Children measure and weigh many things, and advance their understanding of the usefulness of mathematical tools and concepts. Extended skills in the four processes are deepened as they become more complex. Mathematics studies are strengthened through movement (jumping rope, tossing bean bags, hand clapping multiplication tables or playing the recorder).
- 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. In handwork, students graduate from knitting to crochet.
- Science – Gardening, farming 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 – Norse mythology, the Kalevala legend and studies of heroes hold vivid images that inspire and expand creative and expository writing skills. Strong alliterations of verses strengthen speech and confidence. Elements of grammar, parts of speech, punctuation, well structured and written paragraphs, book reports, building fluency through regular reading practice, sight word recognition, high frequency words, prefixes & suffixes, spelling and vocabulary are developed. Letter writing skills and cursive continue to deepen. Foreign language Spanish studies are continued.
- Mathematics – Complicated form drawing is introduced, along with fractions as a practice of breaking the whole to the parts and decimal divisions of numbers. Students learn how to add, subtract, multiply, reduce and expand fractions as well as how to change improper fractions into mixed numbers. Students’ knowledge of basic

mathematical rules and concepts is explored and enhanced. Advanced multiplication, long division, simple graphs, averaging, pre-geometry, estimating, rounding are developed through story, word problems, mental math, movement and practice.

- Music – 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 (Zoology) are the focus for the science main lesson block. The animal study is introduced from a descriptive study of the human being and our place in nature. Students participate in a detailed study of the forms and habitats of animals. Comparative, conceptual and observational skills are developed through artistic, dramatic and language arts activities. A continuation of garden and nature studies progresses through the year.

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 western civilization in ancient India, Persia, Egypt, and Greece. Through the study of mythology, music and art, the student experiences life through these cultures and inspiration to develop composition writing. Students retell and write summaries of epics of the Ramayana the Mahabharata, Gilgamesh, the Iliad and the Odyssey. Poetry recitations, quotations from ancient texts, dramatic characterizations strengthen language arts studies in composition, grammar, spelling, punctuation and reading. Hieroglyphics and Greek letters are explored.. Foreign language Spanish studies continue.
- History – This area expands to become a main lesson subject. Learning about ancient history (India, Persia, Mesopotamia and Egypt) helps students to understand the deeds and strivings of mankind and to connect with their own humanity. Studies move to ancient Greece and the birth of modern civilization: the foundations of philosophy, science, history, drama, and art. The fifth grade year ends with the story of Alexander the Great. Also, studies in American geography begin.
- Mathematics – Lessons in fractions and decimals continue. Percentage, ratios, the metric system, and proportion concepts are introduced. Geometry is introduced through geometric constructions with emphasis on the relationship between radius, diameter, circumference, area of a circle and pi.
- Music– Regular choral singing continues and students form an orchestra.
- Handwork and Art - 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 as students learn about and compare local plants with those in other parts of the world. Lessons expand to an investigation of how climate and geography affect plant growth. The introduction to inductive method is developed. Garden and nature studies continue.

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. Mythological literature, biographies, Roman and Medieval stories provide the backdrop for developing language skills such as: extended grammar, spelling, dictation, Latin and Greek roots, etymology and composition. Calligraphy skills provide order and beauty to written work and drama adds life to sixth grade studies. Research and the fundamentals of scientific writing are introduced. In their foreign language Spanish 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. Studies progress from Rome and medieval Europe to Moslem North Africa. The Roman accomplishments effectively match the 6th grader's "I can do anything!" attitude as well as provide an example of how excesses can lead to the eradication of other cultures like the fall of the Roman empire and the Dark Ages.
- Mathematics – Continuation of fractions, percentages, and decimals progress. Proportions, ratios, interest, profit/loss and geometry are key areas of study. Geometric formulas and drawings with instruments are developed. An introduction to Algebra is presented.
- Music – Students begin to sing in two-and three-part choruses. Instrumental playing advances.
- Handwork - Knitted animals and woodcarving are emphasized.
- Science – Lessons in botany and biology concentrate on more formal study of flora and fauna. Geology and Mineralogy is introduced as students learn about rocks, minerals, metals, and the earth's configuration. Study of Earth's oceans and climates further help students to understand nature and our planet. Physics is introduced to help students to gain an appreciation for the phenomena of sound (acoustics), light (optics), heat, electricity and magnetism. Observational and explanatory skills are developed. The laws of mechanics is introduced in addition to geocentric astronomy.

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 playwriting, and forms of poetry. Students explore metaphor and imagery. They learn the craft of letter writing for different purposes – for example, business correspondence, including emails, eyewitness accounts, factual summaries and commentaries. Grammatical mechanics and critical thinking through the study of literature and informational texts are developed.
- History – Students study the period from 1400 the End of Middle Ages to the Renaissance including 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. They also study African and European geography.

- Mathematics –Beginning in 7th Grade and continuing into 8th Grade, students 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. The following skills are developed: mathematical thinking/ theory, geometry proofs and geometric 2 D constructions, introduction to mathematical uses in technology (using technology to analyze and present mathematical thinking), and graphing.
- 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?” There is an emphasis on practical application of the phenomena. Students experience blocks on Mechanics (simple machines are introduced: the lever, inclined plane, wedge, wheel and axle, pulley and screw), Inorganic Chemistry (students examine the phenomena of combustion, the water cycle, and the nature of acids and bases), Physiology (the circulatory, respiratory and nervous system), Health (issues in health and nutrition in an objective way), 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 undertaken by each student challenges them 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 and stories. 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? 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.

Hybrid Program

The Winterberry Hybrid Program (WHP) is a blended school option for parents who wish to have more flexibility with their child's education. In addition to providing parents with a supported Waldorf inspired curriculum, the WHP offers the opportunity for families to support their student's individual curriculum through participation in a variety of daily classes and activities held at the school and taught or led by WCS teachers. Examples of on site activities and classes offered to WHP families include: outside seasonal circle time, outdoor playtime, a weekly watercolor painting class, storytelling with beeswax molding and classes with specialty teachers in music, handwork and Spanish.

Student Achievement and Assessment

Winterberry Charter School's curriculum encompasses the scope of the Common Core Standards of the Anchorage School District and the state of Alaska, but differs in its implementation and timing as outlined in Part III of “Public Waldorf Schools and the Common Core Standards”, published by the Alliance for Public Waldorf Education. While a Waldorf inspired curriculum includes the mastery of the academic skills and knowledge needed for career or college success, this set of cognitive, academic attainments is part of a much more comprehensive educational goal that explicitly includes and fosters the emotional, physical, social, ecological, and ethical development of each student. Quite simply, the goal of Waldorf-inspired education is to support the development of the “whole child.” In addition to academic instruction, adequate time is allocated for a range of activities that allow the growing child to explore multiple aspects of the human condition; fostering character development, healthy physical growth, social consciousness, relationships, imagination and creativity, environmental awareness, and the capacity to make informed decisions and to act upon them responsibly. In Waldorf education, these are considered to be essential aptitudes for twenty-first century learners—for success in college, careers, and life.

Along with state and district-required assessments, Winterberry focuses on monitoring and documenting individual progress through a range of assessments used formatively to assist students in their learning.

Assessment methods and tools

- **Observation/portfolio (main lesson book) assessment**

Formative and summative methods are used to review a student's work in Main Lesson books. Work in-progress reflects a student's ongoing process, and pages are not considered complete until rendered with best efforts. These pages reflect a myriad of a given lesson's aspects, and reveal a student's qualities with great sophistication.

- **Opportunities for Students to Showcase their progress and work**

Many opportunities exist for students to showcase and celebrate their work and achievements. These include end-of-block celebrations, assemblies, class plays and other performances, individual and group projects and presentations.

- **Block Assessments in Grades 6-8**

Major subjects of study (Math, Science, History, and Language) are taught in three or four week blocks, and in the upper grades these blocks often culminate with written tests, projects, presentations, or other evidence of individual learning.

- **Quarterly & Annual Reports**

Winterberry class teachers prepare reports for each student at the end of each quarter that reflects their growth and development within each of the three realms: heart, head and hands. Personal and academic qualities are assessed and reported, and these culminate in a comprehensive review of a student's year known as an Annual Report.

- **State and District Required Testing**

Winterberry has and will continue to participate in State and District required assessments and surveys. When practicable, WCS will request waivers to administer standardized tests using paper copies rather than using a computer. When computer testing does occur at Winterberry, students will be given an opportunity to practice using a computer and keyboard ahead of the testing date.

- **First Grade Readiness Assessment:**

The kindergarten teacher/s will provide ongoing observational assessment of each kindergarten child throughout the school year and will communicate regularly, both informally and formally, student progress. Formal First Grade Readiness Assessments will be performed in the spring by a team consisting of the kindergarten teacher and other qualified personnel. These assessments will help determine if the student is ready to move from Kindergarten to First Grade. These assessments will look at:

- Fine and gross motor skill development
- Visual, tactile and auditory development
- Speech and communication development
- Language and cognitive development
- Social and emotional integration and development
- Other aspects of early childhood development.

When practical and possible, students new to WCS will be assessed prior to being placed in Kindergarten, First or Second grades.

- **2nd Grade Assessment:**

The second grade teacher will provide ongoing observational assessment of each second grade student throughout the school year and will communicate regularly, both formally and informally, student progress.

Formal second grade assessments will occur in the spring and will be performed by a team of professionals to include, at a minimum, the second grade teacher and a person trained in performing these assessments.

These assessments will look at:

- Integration of upper and lower senses (auditory and visual integrated with gross motor)
- Fine and gross motor skills development
- Bodily coordination, such as crossing midlines
- Rhythmic abilities that provide evidence of coordination of two or more senses at a time
- Hand, foot, and eye coordination
- Development of proprioceptive and vestibular skills (balance, spatial and temporal orientation)

Based on the findings of these assessments, the class teacher has the opportunity to incorporate targeted physical-spatial exercises into regular classroom teaching with the goal of supporting the development of all learners.

Special Education

Winterberry Charter School (WCS) functions as a “public school within the Anchorage School District.” As a school under the umbrella of the ASD, WCS adheres to the federal and state law put forth for special education by providing a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), as well as Disability and Related Services. The Special Education teacher and/or related service providers collaborate with the classroom teacher and parent or guardian to form a team to ensure modification or differentiation of instruction and assessment in meeting a student’s needs. Services are determined by the team based on testing and creation of the Individual Education Plans (IEP) and 504 Plan. The plan will be implemented in various school locations choosing the least restrictive environment for the student first.

Special education services are available to all students attending alternative, optional and charter schools of the district. However, when a special education student is considered for a position in one of these schools, it is critical that a review of the student's Individualized Education Plan (IEP) be conducted to determine whether the district is able to provide a free appropriate public education for the student in the new school setting.

Review Procedure

The following procedure should be followed for students with disabilities considering enrollment in an alternative, optional, or charter school of the ASD.

- The student/parent should submit a lottery or application form according to the guidelines of the school of choice. Once the lottery has been conducted, the lottery school should review the selected student’s educational records to determine if any student receives special education services or 504 accommodations.

- Prior to the first day of school, staff will secure a copy of the student's' current IEP or 504 Plan from the student's last school of record or the special education records office.
- The special education team of the lottery school should review the IEP to determine whether services required in the IEP can be provided at the school, while assuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), and to ensure that appropriate staff and services will be in place prior to the student attending.
- If necessary or appropriate, the special education team should arrange a timely IEP meeting to include representative(s) of the student's last IEP team who are knowledgeable of the student's program. The IEP team should conduct a thorough review of the student's IEP to determine whether all goals can be addressed in the proposed setting and how services would be provided. The team should consider whether the student's individual learning needs can be effectively addressed by the methodology, curriculum and materials available at the proposed school. The team should also revise the IEP to reflect the educational environment of the alternative or charter school based on the student's needs.

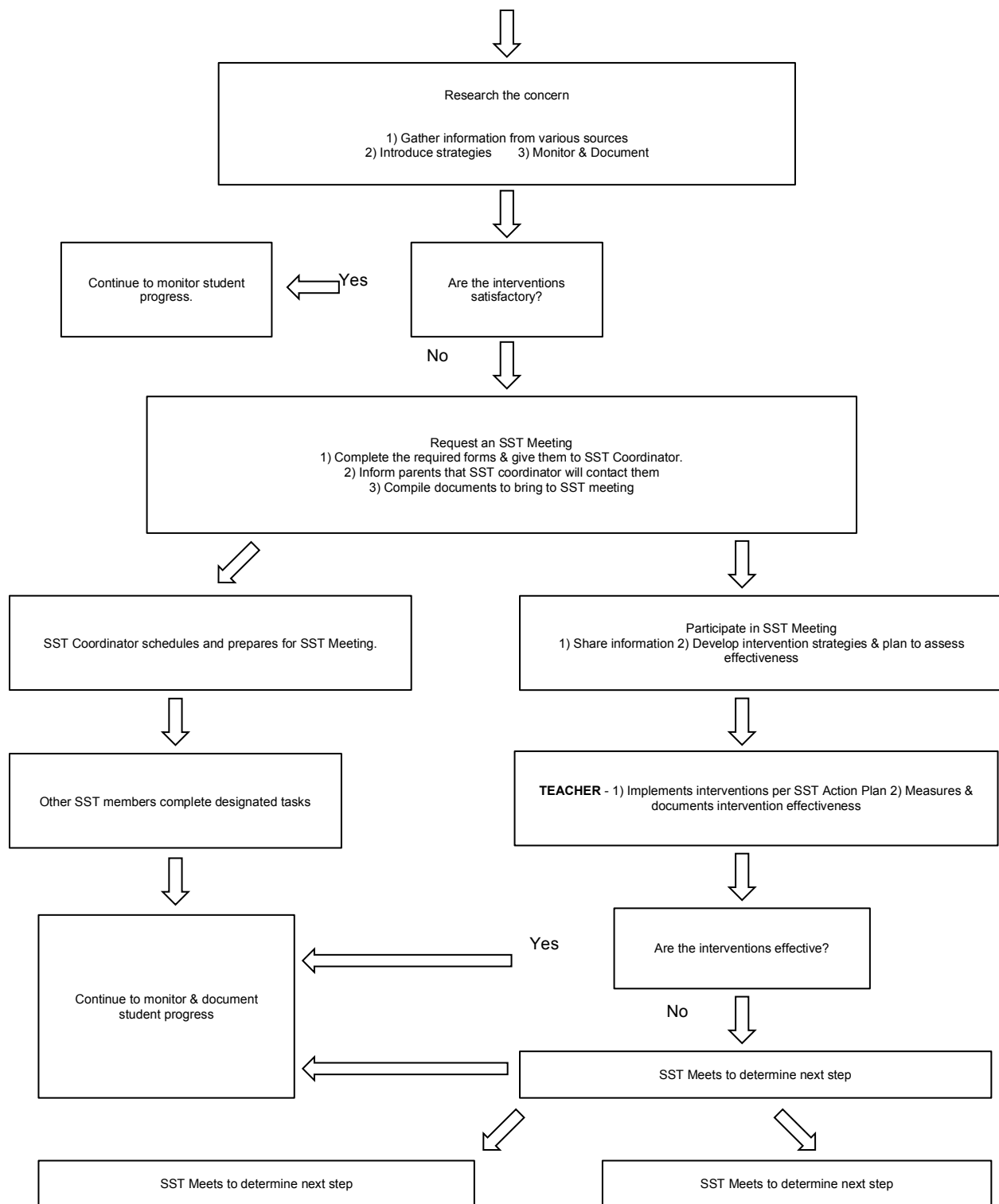
Determination

If it is determined that the lottery school can provide an appropriate educational program with adequate support for the student, the decision should be documented in an IEP amendment or Prior Written Notice which reflects any changes that the team deems appropriate.

If it is determined that the lottery school cannot adequately address the needs of the student, the decision should be disclosed to the parent at the meeting and documented in a Prior Written Notice. Notice to the parent should include a copy of the Procedural Safeguards.

Recommendations for Remediation

When assessments reveal a need for support for a child who falls outside of whole-class instruction, WCS has a range of strategies available to those students. The flowchart on the following page shows the process for determining the appropriate type and level of remediation for an individual child.



Fiscal Responsibilities for Special Education Issues

WCS is 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 has available through ASD specific services such as Occupational Therapy, Speech Language Pathologist, or Physical Therapy when determined appropriate for the student based on an IEP or 504 assessment as well as ASD availabilities. WCS has on site a special education teacher support team hired by WCS, such as SPED teachers and/or TA's available to students based on school and student needs. WCS will follow ASD special education protocol and policy for:

Identification

Referral

Assessment

Development of IEP

IEP review

Due process procedures

Objectives for Program Achievement and Comparison of State Assessments

Winterberry supports and participates in achieving the ASD program attainment goals. Our students have demonstrated comparable attainment to ASD averages, except in mathematics. We have invested in faculty development specific to teaching mathematics and increased the time spent on mathematics in all grades. Section 1 of our charter discusses our program goals in more detail, and Section 2 describes our other approaches to student assessment and how we address the needs of students who do not test at proficient or above.

For the 2013-14 academic year, WCS had an ASPI score of 90.3 and a 4-star rating.

These tables compare the total percentage of WCS students who tested at or above proficiency to the total percentage of ASD students and students throughout the state who did the same.

2012-SBA	Winterberry	ASD	State
Reading	81.89%	81.79%	52.7%
Writing	76.98%	77.38%	55.7%
Mathematics	64.58	71.36%	65.3%

2013-SBA	Winterberry	ASD	State
Reading	77.85%	80.60%	52%
Writing	77.85%	77.48%	59.6%
Mathematics	70.47%	72.19%	67.2%

2014-SBA	Winterberry	ASD	State
Reading	81.63%	83.06%	52.4%
Writing	77.40%	79.23%	58.1%
Mathematics	62.32%	71.30%	66.5%

2015-AMP	Winterberry	ASD	State
English Language Arts	42.85%	38.68%	36.1%
Mathematics	15.68%	35.87%	33.6%

2016: No testing

2017-PEAKS	Winterberry	ASD	State
English Language Arts	46.75%	40.18%	38.41%
Mathematics	25.64%	35.68%	31.84%

Section 4: Professional Development

Winterberry's faculty meet every Thursday afternoon throughout the school year after students are released early. This weekly session provides a dedicated time for the entire faculty to collaborate, plan and engage together in professional learning.

In addition to the time they spend together every Thursday afternoon, Winterberry teachers and administration continue to participate in Waldorf training through various university programs and conferences. The focus for all staff is Waldorf methods applied to the public sector, and activities include attending conferences, training courses, and visiting the classrooms of other experienced teachers, both in the state and outside. Administrators attend conferences and workshops aimed at Charter and Waldorf-inspired administration, and are asked, as are all staff, to consider full Waldorf training as well as maintaining their administrator's credentials.

Winterberry administration and the WCC 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

It is a priority for the school to 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 to create a deeper understanding of how Waldorf methods can be successful in the public sector. During the past ten years we have hired consultants in the field of public Waldorf-inspired education to visit twice yearly. These visits include observations in every classroom, as well as observations of every specialty teacher. The consultants also host community events, meet individually with staff, parents, and administration, and provide a written summary of their visit, with commendations as well as recommendations for further growth. We remain committed to this model, and use these reports to guide our professional and community development.

Section 5: Facility

Winterberry Charter School is currently located at 4802 Bryn Mawr Court, Anchorage, AK 99508. The building is owned by MH Properties who leases it to our PTA, the Winterberry Parent Guild (WPG); the ten-year lease expires in 2028. Our APC, The Winterberry Charter Council (WCC), leases the building from the WPG. Upon renewal of our charter, it is our intention to work with the Anchorage School District to have the lease written directly between our APC (WCC) and MH Properties.

The current building is two stories and consists of approximately 13,608 square feet. Student instruction areas include classrooms for K - 8. Office and staff support areas include a Principal office, staff lounge, lobby & front desk, RTI, and a shared space for SPED and the business administrator. We have limited janitorial/ storage spaces. Currently we have 6 small sheds on the

property for storage. See the building floor plan found in appendix K. Winterberry Charter School shall meet and maintain the federal, state and local building, fire health and safety requirements applicable to other public schools in the district.

We are currently exploring options with our landlord for expanding our space by an additional 6,200 square feet. This would provide room for specialty classes and programs as well as increase office space for SPED & RTI staff.

Section 6: Admission

Winterberry Charter School participates in the Anchorage School District lottery system and follows all policies and practices thereof.

The Anchorage School District maintains all written statements of [lottery](#) processes and procedures.

Section 7: Fiscal

Appendix I

Section 8: Transportation

Appendix J

Appendix A



Agenda Item Details

Meeting	Dec 18, 2017 - School Board Meeting
Category	G. Action Items
Subject	5. ASD Memorandum #086 - Charter School Renewal: Winterberry
Access	Public
Type	Action
Recommended Action	To approve the renewal of the charter for Winterberry Charter School for an additional 10 years through to the 2028-2029 school year.

Public Content

ANCHORAGE SCHOOL DISTRICT ANCHORAGE, ALASKA

ASD MEMORANDUM #086 (2017-2018)

December 18, 2017

TO: SCHOOL BOARD

FROM: DR. DEENA BISHOP, SUPERINTENDENT

SUBJECT: CHARTER SCHOOL RENEWAL: WINTERBERRY

ASD Core Value: Public education should be responsive to an ever-changing world

RECOMMENDATION:

It is the Administration's recommendation that the School Board approve the renewal of the charter for Winterberry Charter School for an additional 10 years through to the 2028-2029 school year.

PERTINENT FACTS:

Anchorage School Board Policy and Alaska Department of Education and Early Development (DEED) regulations require charter schools to reapply for approval of their charter within 12 months of the expiration date of their current charter. The Winterberry Charter School's charter will expire on June 30, 2018. Winterberry Charter School is reapplying to the Anchorage School District School Board and DEED for a 10-year renewal of their charter.

There are currently ten (10) charter schools in ASD. Each charter school is governed by an elected board called an Academic Policy Committee (APC), or in Winterberry's case the Winterberry Charter Council (WCC). Each APC hires their principal who in turn is the administrator of the school.

The Winterberry Charter Council is made up of many dedicated parents and staff who continue to provide positive and responsible governance over Winterberry Charter School.

Winterberry Charter School is a 'Waldorf Inspired' school following many of the doctrines, philosophies and pedagogical practices taught within Waldorf practices.

The Winterberry charter was first approved by the Anchorage School District School Board in January 2005 with a three year start up charter. The school was then granted a 10-year charter renewal in July 1, 2008 to June 30, 2018.

In addition to ASD mandated or provided professional development, Winterberry staff receive ongoing professional development that specifically addresses Waldorf pedagogy and Waldorf certification.

This renewal application includes the Winterberry Hybrid Program. The Hybrid Program provides a blended school option for parents who wish to have more flexibility with their child's education.

This school year the Winterberry WCC hired principal Eric Andersen. Principal Andersen has worked diligently with his staff, the WCC, students and community to facilitate school improvements. This year Winterberry has begun the process to receive training and implement a positive school wide discipline program, Foundations. Foundations is used by many schools in ASD.

This year ASD will be utilizing the DEED application format for our review and application process.

The Winterberry Charter School renewal application was open through Google Docs to the Administrative Review Team ("Team") for two weeks where they added their suggestions and feedback for the charter renewal proposers. The Team met with the proposers for an administrative review on October 23, 2017.

The Team was made up of representatives from many departments in the District including, but not limited to: ELL, STEM, EEO, Human Resources, Ed Tech, Curriculum, Special Education, Gifted, Finance, Risk Management, Operations, Maintenance and Elementary Education.

On December 5, 2017 representatives from the Winterberry Charter renewal committee which included the principal, teachers, students and members of the WCC presented their renewal application to the Anchorage School District School Board during a scheduled work session.

Attachment

DB/MS/MG/JA/AR/GN/DW/DV

Prepared by: Darrell Vincek, Director, Charter Schools and Alternative Programs

Approved by: Dave Whiting, Senior Director Purchasing
Glen Nielsen, Senior Director Elementary Education
Mike Fleckenstein, Chief Information Officer
Andy Ratliff, Senior Director Management & Budget
Jim Anderson, Chief Financial Officer
Michael Graham, Chief Academic Officer
Mark Stock, Deputy Superintendent

M086_Winterberry attachments.pdf (3,075 KB)

Administrative Content

Executive Content

Motion & Voting

To approve the renewal of the charter for Winterberry Charter School for an additional 10 years through to the 2028-2029 school year.

Motion by Starr Marsett, second by Bettye Davis.

Final Resolution: Motion Passes

Yea: Tam Agosti-Gisler, Bettye Davis, Andy Holleman, Starr Marsett, Kathleen Plunkett, Dave Donley

Not Present at Vote: Elisa Snelling

Last Modified by Katy Grant on December 18, 2017

CHARTER SCHOOL CONTRACT

This Charter School Contract (the “Contract”) is entered into and made effective as of the 18th of December, 2017, by and between Winterberry Charter School located at 4802 Bryn Mawr Court, Anchorage, Alaska 99508 hereafter “Charter School,” and the Anchorage School District, acting through its School Board, located at 5530 E. Northern Lights Blvd., Anchorage, Alaska 99504, hereafter the “District.” Charter School and the District are referred to herein individually as a “Party” or, collectively, as “Parties.”

WHEREAS, Charter School desires to operate within the District in conformance with Alaska Statutes 14.03.250-290 and all applicable District policies and procedures; and

WHEREAS, the District has reviewed and approved Charter School’s application, subject to any amendments or conditions noted by the District;

WHEREAS, by Board Resolution adopted December 18, 2017, the District conditionally granted Charter School’s application contingent upon the negotiation and execution of a contract acceptable to the District and subject to certain other conditions, including approval by the State of Alaska Department of Education and Early Development; and

WHEREAS, the Parties contemplate that this Contract will govern the relationship between the Parties and the operation of the Charter School;

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

Charter School shall provide an educational program in the District subject to the terms and conditions of this Contract, commencing on the 1st day of July for the school year 2018. Services will be provided in accordance with the Charter School Calendar identified herein.

1. Compliance with Regulatory Requirements: Charter School shall comply with all local, state, and federal laws and regulations applicable to public schools in Anchorage, Alaska. Charter School further warrants that it has reviewed and fully understands all requirements imposed by District policy and regulation on the operation of charter schools, and warrants that it shall adhere to all such District policies and regulations, except as otherwise stated in Section 4 herein.
2. Educational Program: Charter School shall provide an educational program that advances students’ mastery of basic skill areas including mathematics, science, health, reading, language arts, and social studies. Charter School’s educational program shall be appropriate to the age of students included in the program. Charter School shall also provide for instruction in physical education, music, art, and instructional technology. The educational program shall be designed as described in the Charter School’s application.

3. Achievement Levels: Charter School's educational program shall result in students' attaining the specific levels of achievement described in the Charter School's application.
4. Administrative Policies and Procedures: Charter School has requested and received authorization for the following exemptions from District policies and procedures:

Winterberry Charter School has been granted the following waivers from District policies and procedures:

(List and number below)

1. Calendar waivers will be applied for annually as needed to ASD & DEED to meet the school's instructional needs.
 2. Specialty teachers are authorized to work on the first day of school as per bargaining unit agreement. (Attached)
5. Admission Policies and Procedures: Charter School shall operate for ten (10) years. Eligible students are those who are grade-appropriate for the Charter School. Any eligible student who applies in a timely fashion will be admitted, up to the maximum number of students that can be accommodated by the Charter School's program. If more eligible students apply than can be accommodated, admission to the Charter School's program will be determined by a drawing using the District's Lottery Procedures as of the date of the application. Charter School shall not discriminate in any way against any individual or group of individuals on the basis of any classification protected by state, local, or federal law, or District policy.
 6. Academic Policies: Academic policies and goals for the Charter School shall be established by the Academic Policy Committee ("APC"). The APC shall meet with the Charter School principal/administrator at least four times each year, to monitor progress in achieving the APC's policies and goals.

The APC shall include no less than eleven and no more than thirteen persons, including parents of students attending the Charter School, teachers at the Charter School, and other Charter School employees. Students may be included in the APC if the Charter School is for grades 9-12. Membership in the APC shall be determined in accordance with procedures developed and approved by the Committee. The APC's founding members shall be as stated in the Charter School's Application.

Members of the APC shall be expected to participate in professional development activities that help them understand their responsibilities, stay abreast of new developments in education and law, and learn new ways to cope effectively with the problems they confront. APC shall be expected to participate in at least one such professional development activity per year. Funds for such professional development activities shall be provided annually by Charter School.

Neither the APC acting as a whole, nor any of its members, shall have any authority to bind the District in any way.

7. Funding: The District shall allocate funding for the Charter School based on a per-pupil allocation for the students enrolled in the Charter School, computed in a manner consistent with the method in which the District receives revenues from the State of Alaska, less administrative costs retained by the District as determined by applying the indirect cost rate approved by the State of Alaska Department of Education and Early Development. The District may allocate additional revenue beyond the per pupil allocation based on the approved program for the Charter School; but any such increase must be approved by the District's Board. The Charter School shall comply with all local, state, and federal requirements for the receipt and use of public money.
8. School District Charges: Charter School shall operate under the terms of the approved program budget. The program budget utilizes anticipated District funding based on a per-pupil allocation for the students enrolled in the Charter School. The per-pupil allocation is computed in a manner consistent with the method in which the District receives revenues from the State of Alaska, less administrative costs retained by the District as determined by applying the indirect cost rate approved by the State of Alaska Department of Education and Early Development. Charter School's funding allocation from the District for purposes of creating the program budget was \$2,780,355. The approved program budget includes the revenues identified above. In addition, revenues generated for special populations of students, revenues from grants, and special revenue funds beyond the per-pupil allocation may be approved by the District's Board.

Operating revenues actually provided to the Charter School by the District may exceed or be less than the approved program budget since actual revenues shall be determined from actual student enrollments in the Charter School during the year in which the Charter School is operating. The District shall be entitled to adjust the funding to reflect actual student enrollment. Actual student enrollment shall be determined in the same manner that the State of Alaska uses to determine student enrollments and state revenues generated in the District.

9. Student Fees and Charges: Charter School shall not charge tuition to students who reside within the District. Any fees charged to students by the Charter School, including but not limited to supply and activity fees, shall be retained by the Charter School and included in the Charter School program budget.
10. Budget and Accounting: The Charter School's funding allocation for its first school year under this Contract, subject to adjustment based on state funding and enrollment, and a statement of costs assignable to the Charter School program budget are attached as part of the final District-approved Charter School application. The budget will be amended on an annual basis to reflect any changes in Charter School's funding allocation or assigned costs for subsequent school years. On or before the 15th day of November of each year, the Charter School shall provide the District with an annual budget for the following school year for approval.

Charter School acknowledges that adjustments to the Charter School budget may be necessary if the estimated revenues are revised due to actions by the District's Board, the Alaska Statue Legislature, or the Anchorage Municipal Assembly.

Charter School shall account for receipts and expenditures by using and complying with the District's accounting, audit, and other fiscal procedures. Charter School shall establish, maintain, and retain appropriate financial records in accordance with all applicable federal, state, and local laws, rules and regulations, and will make such records available to the District upon request. Charter School agrees that it shall comply with all local, state, and federal requirements for receipt and use of public money.

11. Facility: The Charter School shall be operated at the following location:

4208 Bryn Mawr Court, Anchorage, Alaska 99508 (the "Facility")

The Facility is 13,608 square feet in size, containing nine classrooms, administrative offices, and other facilities described as follows:

The two story building includes a staff lounge, lobby & front desk, a shared space for SPED and the business administrator and space for the reading specialist to work with students. There are six small sheds on the property for storage.

Charter School warrants that the Facility shall at all times comply with all local, state, and federal health and safety requirements applicable to public schools in the District. Should the Charter School wish to enter into any facility lease or extension thereof, Charter School shall be required to confer with, and obtain prior written approval from the District's Director of Purchasing.

12. Procurement: Charter School warrants that it shall comply with all District policies and procedures, and all applicable state, federal, and local laws and regulations, in obtaining leased or rented space. Charter School shall be solely responsible to fund the procurement of all leased or rented space, materials, and supplies. All Charter School personnel shall be recruited and furnished at Charter School's sole expense.
13. Teachers and Staff: At the time of executing this Contract, the parties anticipate that the following teachers and staff members will, under separate agreements, teach in the Charter School:

2017 – 2018 Winterberry staff roster (all 1.0 FTE unless otherwise noted):

Principal Eric Andersen

Kindergarten Teacher Lisa Stratford

1- Grade Teacher Molly Towner

2nd Grade Teacher Jeremy Crawford
3rd Grade Teacher Emily Becker
4th Grade Teacher Kristen Seif
5th Grade Teacher Bob Dyer
6th Grade Teacher Sarah Glaser
7th Grade Teacher Corrie Bennett
8th Grade Teacher Sandy Christenson
Hybrid Teacher Julie Pepe-Phelps
Spanish Teacher Emily Baker
Handwork Teacher Sarah Robicheaux
Movement Teacher Andrew Anderson
Music Teacher Ricky Lind (.6 FTE)
Special Ed Teacher Lorraine Miner
Reading Specialist Cheryl Silcox
Teaching Mentor Alicia Besh-Barber (.75 FTE)
Kindergarten TA Michele Wilson
Handwork TA Jenna Coats
SPED TAs (two) Kimberly Spillane, Tammy Walette
Admin. Assistant Colleen Morris
Business Manager Shana Garrels
BPO Edwin Guantero

At the time of executing this Contract, the Parties anticipate that the following individual(s) will, under separate agreement(s), act as a principal/administrator in the Charter School: Eric Andersen, Principal, Winterberry Charter School

The Charter School's principal/administrator, teachers, and staff shall have no authority to bind the District in any way. Charter School shall promptly provide the District with written notice of any proposed changes to the Charter School's staff.

Charter School agrees that certificated staff shall be evaluated in an equivalent manner as other teachers and administrators in equivalent positions in the District. Evaluation procedures for certificated staff must be identical to the District's procedures, unless the Charter School's approved application includes a detailed description of the evaluation procedures to be used in the Charter School, in which case the Charter School may use that District-approved procedure. The Performance Standards adopted by the State of Alaska Board of Education and Early Development and the District for teachers and administrators must be included in any alternative evaluation procedures that are proposed for certificated staff. However, to clarify expectations, the Charter School's Academic Policy Committee may develop additional performance indicators that are relevant to the educational program of the Charter School. To the extent required by any applicable collective bargaining agreement, any changes to the evaluation procedures for teachers must be developed in consultation with the teacher's union, giving the union full opportunity to review and collaborate on those changes.

Unless the School District and any association representing an employee agree to an exemption, all provisions of any existing negotiated or collective bargaining agreement applicable to any employee shall remain in effect while the employee provides services at the Charter School. All waiver requests and written responses from the appropriate bargaining units are included in this contract and are attached hereto.

14. Pupil-Teacher Ratio: The Charter School shall maintain the following pupil-teacher ratio: 20:1

Enrollment: The Charter School shall enroll a minimum of 150 students and a maximum of 350 students at all times. Student enrollment may be adjusted pursuant to the admissions procedures set forth above if there is increased student demand to attend Charter School.

15. School Calendar: Unless otherwise specified in this Section 14, Charter School shall follow the District's yearly calendar, including dates for mandated testing, holidays and parent-teacher conferences.

Winterberry Charter School will apply annually to ASD & DEED when seeking a school calendar waiver. All waivers must be approved by ASD & DEED and be in compliance with ASD and DEED policies.

(Example: The 2017/2018 calendar waiver included first grade students with a delayed start with 167 student days and 175 total days in session and; Parent teacher conferences on 3 days in October and 3 days in February)

16. Retirement: All employees of the Charter School shall be members of the Teachers' Retirement System or the Public Employees' Retirement System and shall be subject to the requirements of those systems.
17. Term: This Contract shall be effective upon complete execution and shall be reviewed annually. The Contract has been approved for a period of ten (10) fiscal years and will terminate on June 30, 2028 (the "Termination Date"). Charter School may apply for an extension of this Contract or reapply for a new Contract no later than 180 calendar days prior to the Termination Date. The District may, in its sole discretion, grant or deny any such request for extension or reapplication.

Although this Contract is for the operation of Charter School for a period of ten (10) years, any financial commitment on the part of the District contained in this Contract is subject to annual appropriation by the District. The Parties agree that the District has no obligation to fund the financial obligations under this Contract other than for the current year of the Term. The Parties further agree that the District has no obligation to provide the services described within this Contract other than for the current year of the Term.

18. No Third Party Beneficiaries: Nothing in this Contract is intended to confer upon any person, other than the Parties, any rights, remedies, obligations, or liabilities under or by reason of this Contract.
19. Termination: The District may, in its sole discretion, terminate this Contract for Charter School's failure to meet educational achievement goals or fiscal management standards, for a default in any provision of this Contract, for any other cause. The District shall provide at least 30 days' written notice to Charter School of its intent to terminate this Contract and, if applicable, the reasons for doing so. If Charter School fails to remedy the cause for termination within the time provided in this notice, then this Contract shall automatically terminate at the date stated in the notice. Upon termination, Charter School shall immediately return any unused funds to the District.

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

20. Risk Management and Maintenance of Insurance: Charter School agrees to adequately protect against liability and risk through an active risk management program. Charter School agrees that it shall coordinate all risk management activities through the District's Department of Risk Management and Insurance (the "Department"). Charter School shall not compromise, settle, negotiate, or otherwise affect any disposition of any actual or potential demands, claims, lawsuits, fines, judgments, or liabilities without first consulting with the Department and receiving the Department's prior written approval.

Charter School shall at all times operate in such a manner as to minimize the risk of injury or harm to students, employees, and others. Charter School shall comply with all

District policies and procedures and all applicable local, state, and federal laws concerning student welfare, safety and health, including, without limitation, those policies, procedures, and laws addressing the reporting of child abuse, accident prevention, disaster response, and governing the operation of school facilities.

Charter School shall secure, and maintain at all times while this Contract is in force, at Charter School's sole cost and expense, insurance coverages with financially secure (minimum Standard & Poor's/AM Best rating of A-) and reputable insurers, authorized to do business in Anchorage, Alaska and satisfactory to the District, of the nature and with minimum limits equal to or in excess of the requirements set forth on Exhibit "A," attached hereto and incorporated herein. The satisfaction of any deductibles or self-insured retentions attendant to said coverages shall be the sole responsibility of Charter School. All insurance coverage carried by Charter School, to the extent allowed by law, shall name the District as an "additional insured," so that said insurance, with regard to the types of coverages required hereby, be made to extend to and protect the District to the same extent Charter School is covered. The insurance required hereby shall in no way be construed to limit Charter School's indemnity obligations under Section 22 of this Contract.

21. Contract Compliance: Charter School shall actively oversee its operations to ensure that the terms of this Contract are met. Charter School shall meet regularly with parents, teachers/staff, and (as appropriate) students to review, evaluate, and improve operations of the Charter School. Charter School shall meet with the Academic Policy Committee at least quarterly to monitor progress in achieving the Committee's policies and goals.
22. Indemnification: Charter School shall indemnify, defend, and hold harmless the District and its officers, agents, and employees from and against any and all demands, claims, lawsuits, fines, judgments, and liabilities (including, without limitation, actual attorney's fees and expenses) arising out of this Contract or in any manner pertaining Charter School's operations. This expressly includes, but is not limited to, any claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage, or any other losses of any kind or nature whatsoever. The obligations of this Section 22 shall survive the termination or other expiration of this Contract.
23. No Agency: Nothing in this Contract shall be construed to constitute Charter School as an agent or employee of the District, nor shall Charter School have any authority to bind the District.
24. No Waiver: The District's failure to complain of any act or omission on the part of the Charter School, no matter how long the same may continue, shall not be deemed to be a waiver by the District of any of its rights hereunder. No waiver by the District shall be effective unless in writing by an authorized representative, and no such waiver shall be deemed a waiver of a breach of any other provision of this Contract or a consent to any subsequent breach of the same or any other provision. If any action by Charter School shall require the consent or approval of the District, the District's consent to or approval of such action on any one occasion shall not be deemed a consent to or approval of said

action on any subsequent occasion or a consent to or approval of any other action on the same or any subsequent occasion.

25. Non-Assignability: Neither this Contract, nor any duties hereunder, may be assigned or subcontracted, in whole or in part, by Charter School without the written consent of a duly authorized representative of the District.
26. Notices: Any notice to be given hereunder by either Party shall be in writing and personally delivered, emailed, or mailed to the other Party at the address(es) set forth herein:

If to the Anchorage School District:
Anchorage School District
Attn: Superintendent
5530 E. Northern Lights Blvd.
Anchorage, Alaska 99504

If to Charter School:
Winterberry Charter School
Attn: Chair, Winterberry Charter Council
4802 Bryn Mawr Court
Anchorage, Alaska 99508

27. Miscellaneous: This Contract shall be governed by and construed in accordance with the laws of the State of Alaska. Any action arising out of this Contract shall be brought before a court of competent jurisdiction in Anchorage, Alaska.

The terms and conditions of this Contract shall not be amended, altered, waived, modified, or changed except by a written instrument, duly executed by authorized representatives of each Party.

If any term, covenant, or condition of this Contract or application thereof to any person or circumstances shall, to any extent, be invalid or unenforceable, the remainder of this Contract or the application of such term, covenant, or condition to persons and circumstances other than those to which it has been held invalid or unenforceable, shall not be affected thereby, and each term, covenant, and condition of this Contract shall be valid and shall be enforced to the fullest extent permitted by law.

This Contract may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same document.

28. Entire Agreement: In addition to the mutual covenants and agreements set forth herein, the Parties agree to be bound by the terms of the final approved Charter School Application attached hereto as Exhibit B, the terms of which are incorporated herein by reference. In the event of any conflict between this Contract and the Charter School Application, this Contract shall prevail.

This Contract (which includes all recitals, exhibits, and documents incorporated by reference) constitutes the entire agreement of the Parties pertaining to its subject matter, and supersedes and replaces in its entirety all prior and contemporaneous negotiations, understandings, and agreements. No covenant or condition not expressed in this Contract shall affect or be effective to interpret, change, or restrict this Contract. This Contract may only be amended or modified in writing, duly signed by the District's School Board President and the Charter School's authorized representative.

Dated 12/18/17

Tam Agosti-Gisler
Tam Agosti-Gisler
School Board President
Anchorage School District

Dated 12/18/17

Meggan Judge
Meggan Judge
Chair, Winterberry Charter Council
Winterberry Charter School

(Revised 11/20/17)

EXHIBIT A INSURANCE REQUIREMENTS

Charter School shall, in accordance with this Contract, secure and maintain at all times while this Contract is in force, at Charter School's sole cost and expense, insurance coverages with financially secure (minimum Standard & Poor's/AM Best rating of A-) and reputable insurers, authorized to do business in Anchorage, Alaska and satisfactory to the District, of the nature and with minimum limits equal to or in excess of the requirements set forth herein:

A. General Liability, Public Officials Liability, and School Leaders Errors and Omissions Coverage

Limits: Each Occurrence Limit – \$15,500,000.

B. Hired and Non Owned Auto – Physical Damage (Included in General Liability Limit)

Limits: Each Occurrence Limit – \$15,500,000.

C. Crime

Employee Honesty – \$1,000,000

Faithful Performance – \$1,000,000

Forgery – Alteration of Money, Securities, and Counterfeit Paper – \$1,000,000

Computer Fraud – \$1,000,000

Cyber Liability – \$2,000,000

D. Workers Compensation – Required Only If Employee Is Not An Employee of the District

Employers Liability: Bodily Injury by Accident – \$500,000 Each Accident

Bodily Injury by Disease – \$500,000 Policy Limit

Bodily Injury by Disease – \$500,000 Each Employee

EXHIBIT B
FINAL APPROVED CHARTER SCHOOL APPLICATION

Letter of Agreement
Between
Winterberry Charter School
and
Anchorage Education Association (A.E.A.)

According to ASD School Board Policy 333.5(g)(4) "requests for waivers from sections of applicable collective bargaining agreements. a) All provisions of the existing negotiated agreements apply to employees in the charter school unless the District and the bargaining unit agree to a waiver. b) Requests for waivers must be initiated by the charter school applicants, which may include informal discussions with the unions. The formal waiver request should be submitted in writing with the application to the Superintendent and the appropriate union; these will be reviewed administratively as well as by the specific bargaining unit affected by the charter school proposal. c) Waiver requests and written responses from the appropriate bargaining units and the Superintendent must be submitted to the School Board prior to approval of the contract. d) No waiver will set a binding precedent for any other school staff."

It is hereby agreed and understood between the parties that the following constitutes a modification of the Agreement:

The (AEA) Contract states:

452 Instructional Planning

C. The District shall provide elementary teachers with four (4) hours of planning time per week excluding the first student day of the year.

The Winterberry 2018 – 2028 Charter and Contract states: "To facilitate the daily rhythm for students, specialty teacher provide instruction on the first day of school each year."

This waiver agrees that the Winterberry specialty teachers will provide instruction on the first student day of the year.

Winterberry administration agrees that this will be advertised as such, and discussed during the hiring process of new Winterberry specialist teachers prior to their hire.

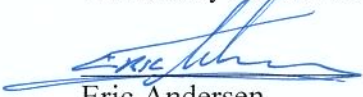
Entered this 5th day of December, 2017 for the duration of the current charter.

This waiver does not guarantee future waivers and must be renegotiated following the renewal of the school.

Winterberry Charter School

AEA

ANCHORAGE SCHOOL DISTRICT


Eric Andersen
Principal

12/5/2017


Tom Klaameyer
AEA President

12/5/2017


DARRELL VINCEK
Director of Charter Schools

12/5/2017

Appendix C

Winterberry Charter School

Bylaws

Adopted by the Winterberry Charter Council on February 16th, 2012 Anchorage, Alaska

ARTICLE I Name, Office, Fiscal Year, and Governance

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

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: an academic policy committee known as the Winterberry Charter Council (WCC), a representative parent organization known as the Winterberry Parent Guild (WPG), and an inclusive faculty body known as the Faculty Council. 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 Winterberry Charter Council shall prevail.

ARTICLE II Winterberry Charter Council

SECTION 1. General Powers. Winterberry Charter School shall have an academic policy committee, hereinafter referred to as Winterberry Charter Council ("**WCC**"), which is the primary governing body designated to oversee and supervise all aspects of the School. No members of the WCC shall act on his/her own in the name of the WCC unless so authorized by these bylaws or by resolution of the WCC. The WCC 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 WCC 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 Winterberry Charter Council. The number of WCC members constituting the entire board shall be between eleven (11) to thirteen (13) voting members. Six (6) to eight (8) 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 other staff member then under contract to the School; one (1) of the members shall be a member of the Winterberry Parent Guild ("WPG") as elected by the WPG ("WPG Liaison"); and one (1) member shall be a community at-large position. Teachers and other staff members 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 WCC positions, not the six to eight parent WCC positions, nor the community at-large position. The Principal or Acting Principal and the administrative assistant then under contract to the School shall be perpetual "ex officio" members of the WCC, but shall have no vote.

SECTION 3. Term. The term of all elected members of the WCC shall be two (2) years. It is the goal of these Bylaws that at any regular election one half of the non-appointed seats are on the ballot for reelection. If at any time this balance is not maintained, the WCC may extend (but not shorten) the term of any WCC member(s) until this balance is achieved. A majority vote of the full WCC, not simply a majority of a quorum, shall be required to extend any term. At the request of the Anchorage School District, the original founding members (seats E-G) shall be on the board for the first five years of the school's operation. After this time, those seats will be up for election, one seat per year (see schedule below). The WCC positions as of the date of adoption of these bylaws shall consist of the following seats for the terms indicated:

<u>Seat Name</u>	<u>Up for Election In</u>
Seat A (faculty)	2010-2011
Seat B(faculty)	2011-2012
Seat C (faculty or staff)	2010-2011
Seat D (Community)	2011-2012
Seat E (parent)	2010-2011
Seat F (parent)	2011-2012
Seat G (parent)	2012-2013

Seat H (parent)	2011-2012
Seat I (WPG liaison)	Appointed by WPG
Seat J (parent)	2010-2011
Seat K (parent)	2010-2011

Election Schedule by School Year

2010-2011	Seats A,C,E,J,K
2011-2012	Seats B,D,F,H
2012-2013	Seats A,C,E,G,J,K
2013-2014	Seats B,D,F,H
2014-2015	Seats A,C,E,G,J,K
2015-2016	Seats B,D,F,H
2016-2017	Seats A,C,E,G,J,K
2017-2018	Seats B,D,F,H
2018-2019	Seats A,C,E,G,J,K
2019-2020	Seats B,D,F,H

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

SECTION 5. Vacancies Any vacancy occurring on the WCC shall be filled by majority vote of the remaining members of the WCC, not simply a majority of a quorum. The replacement member of the WCC shall be elected for the unexpired term of his/her predecessor in office.

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

SECTION 7. Resignation. Any WCC member may resign at any time by giving written notice to the Chair or Secretary of the WCC. 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. Attendance. WCC members are expected to attend, at a minimum, all regular monthly WCC meetings. Although absences at times cannot be avoided, the WCC may remove any WCC

member who fails to attend two (2) such meetings during an academic year (August – May). See Section 10: Removal.

SECTION 9. Conflict of Interest. Service on the WCC 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 and one teacher/staff WCC positions, no voting member of the WCC 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.

SECTION 10. Removal. WCC members are expected to conduct themselves in accordance with the WCC Code of Ethics, the WCC Member Agreements, the Open Meetings Act, and these bylaws. Failure to do so may result in removal from the WCC. Removal shall require a majority of the full WCC, including the WCC member who is subject to removal, not simply a majority of a quorum.

ARTICLE III Election of Members to the Winterberry Charter Council

SECTION 1. Elections Committee. In January of each year, the Chair of the WCC shall appoint an Elections Committee of three (3) persons. One person shall be a parent member of the WCC, one person shall be a teacher member of the WCC, and one person shall be a parent of a student enrolled in the School but who is not a member of the WCC. None of the members can be on the ballot for WCC positions. The Elections Committee shall oversee the election process for positions on the WCC. The Elections Committee shall do the following:

- A. Solicit and accept applications for candidates for parent, teacher, or staff membership to the WCC;
- B. Solicit and accept nominations from eligible voters for candidates for the community at-large member position on the WCC;
- C. In its discretion, nominate individuals who have not submitted an application as candidates for positions on the WCC;
- D. 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;
- E. May establish a forum for public introduction of each candidate;
- F. Prepare a secret ballot listing the candidates, plus a space for write-in candidates;
- G. Distribute and collect the secret ballots and otherwise oversee the election so that it is conducted in a fair manner;
- H. Advise the candidates and the WCC of the election results;
- I. 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, are eligible to vote in elections. Status as a parent/guardian will be determined from the Student Management System (SMS) forms of currently enrolled students by 4pm five days prior

to the election. Each eligible voter may vote once per open position. 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 methods 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 WCC.

ARTICLE IV Officers of the Winterberry Charter Council

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

SECTION 2. Election and Term of Office. The term of all officers of the WCC shall be one (1) year. The officers of the WCC shall be elected annually by a majority of a quorum of the WCC at the first regular meeting following the annual meeting of the WCC. 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. Sequence of Chair Offices. The Vice-Chair shall be Chair-elect. The Chair shall be Past Chair-elect. The Past Chair is not excluded from holding other offices. The Vice-Chair, Chair, and Past Chair of the WCC may present a unanimous request to remain in their respective offices instead of rotating. This request must be approved by a majority of a quorum of the WCC at the first regular meeting following the annual meeting of the WCC. If the consideration of the Chair officers' request shall not be held at such meeting, it shall be considered as soon thereafter as convenient. If the request of the Chair officers is approved, this constitutes election to office.

SECTION 4. Removal. Any officer elected or appointed by the WCC may be removed from office (but not from the WCC) by a majority vote of the full WCC whenever in its judgment the best interests of the School would be served thereby.

SECTION 5. Vacancies. A vacated office may be filled by a majority vote of the full WCC, not simply the majority of a quorum, for the unexpired portion of the term.

SECTION 6. Chair. The Chair shall be a parent member of the WCC, and shall be the presiding officer at all meetings of the WCC. The Chair shall set the WCC meeting agenda in coordination

with the Principal and the other governance bodies. The Chair is the point of contact for the WCC and responsible for communication with the School community on WCC actions. The Chair shall facilitate action through consensus. The Chair shall have such authority and perform such duties as shall be directed by the WCC from time to time. Upon completion of the one (1) year term, the Chair serves as Past Chair for the following one (1) year.

SECTION 7. Vice-Chair. The Vice-Chair shall be a parent member of the WCC. The Vice-Chair shall orient all newly elected or appointed members of the WCC and provide them with copies of these Bylaws, the WCC Code of Ethics, the WCC Member Agreements, and other materials the Vice-Chair deems relevant. The Vice-Chair shall serve as timekeeper in meeting of the WCC. In the absence of the Chair, or in the event of his/her death, inability or refusal to act, the Vice-Chair or other WCC member designated by the Chair shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair. Any Vice-Chair shall perform such other duties as from time to time may be assigned to him/her by the WCC. Upon completion of the one (1) year term, the Vice-Chair serves as Chair for the following one (1) year.

SECTION 8. Past Chair. The Past Chair shall be a parent member of the WCC. The Past Chair shall observe WCC group and individual adherence to establish policy and procedure. The Past Chair shall maintain a system of accountability within the WCC. The Past Chair shall provide ethical oversight during WCC meetings. In the absence of the Past Chair, or in the event of his/her death, inability or refusal to act, the Chair or other WCC member designated by the Chair shall perform the duties of the Past Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Past Chair. Any Past Chair shall perform such other duties as from time to time may be assigned to him/her by the WCC.

SECTION 9. Secretary. The Secretary shall maintain public access to all WCC documents including these Bylaws, the WCC Code of Ethics, the WCC Member Agreements, reports, policy and procedure documents, and meeting agendas and minutes in computer files and/or one or more books provided for that purpose. The secretary shall see that all notices and agendas are duly given and posted in accordance with the provisions of these Bylaws or as required by law. The secretary shall keep an updated list of the mailing address, e-mail address, and telephone numbers of each member of the WCC. The secretary shall maintain a record of appointments, elections, and term rotations of all WCC members, and in general perform such other duties as from time to time may be assigned to him/her by the WCC.

SECTION 10. Treasurer. The Treasurer shall cause to be completed the audits specified in ARTICLE IX, SECTION 3 of these Bylaws. The Treasurer shall inform the WCC of current issues and national trends in charter school funding. The Treasurer shall seek and report on potential revenue sources for the School.

SECTION 11. Coordinators. The WCC, by resolution adopted by a majority of a quorum of the WCC, may designate and appoint one or more coordinators to perform specific tasks assigned by the WCC. Coordinator positions are dissolved upon completion of the assigned task, at the end of the appointed term, or by resolution adopted by a majority of a quorum of the WCC.

SECTION 12. Coordinator Instruction and Responsibility. Each coordinator shall be clearly instructed as to the length of time he or she is being asked to serve, the service the WCC wishes him or her to render, the extent and limitations of responsibility, the resources the WCC will provide, and the approximate dates on which the WCC wishes to receive reports. Recommendations of coordinators shall be based on research and fact and shall be advisory to the WCC.

ARTICLE V Ex-Officio Members of the Winterberry Charter Council

SECTION 1. Principal. The Principal, or Teacher-In-Charge, shall provide a report to the WCC of all programmatic, personnel, or policy issues at every regular meeting. Each October, the Principal and the Treasurer shall present to the WCC the annual budget for the forthcoming year that has been prepared by the Administrative Assistant, and shall ensure that it justly supports the mission and goals of the School.

SECTION 2. Administrative Assistant. The Administrative Assistant presents budget updates at every regular meeting. The administrative assistant provides support for the WCC through distributing agendas and reports, compiling minutes, and collaborating with the Treasurer. Each October, the Administrative Assistant shall prepare the WCC the annual budget for the forthcoming year to present to the WCC.

SECTION 3. Condo Association Liaisons. The Castles of Bryn Mawr and the College Alps condominium associations may each designate a representative to the WCC. These representatives shall serve as liaisons between the WCC and the respective condominium association.

SECTION 4. University Area Community Council Liaison. The University Area Community Council Liaison may designate a representative to the WCC. This representatives shall serve as a liaison between the WCC and the respective condominium association.

ARTICLE VI Meetings of the Winterberry Charter Council

SECTION 1. Annual and Regular Meetings. The WCC 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 WCC 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 WCC, renewal of the Code of Ethics and Member Agreements, and for the transaction of such other business as may come before the meeting. If the annual meeting or election of membership to the WCC shall not be held on the day designated herein for any annual meeting and election, the WCC shall cause the annual meeting and election to be held at a special meeting as soon thereafter as conveniently may be held. The WCC 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 WCC may be called by the Chair, Principal, or any three members of the WCC.

SECTION 3. Place of Meetings. The WCC 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 WCC 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 WCC 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 WCC entitled to vote with respect to the subject matter thereof.

SECTION 6. Quorum. Greater than fifty percent (50%+1) of the voting members of the WCC constitutes a quorum. Telephonic participation is permitted.

SECTION 7. Manner of Acting. The act of a majority of the members of the WCC at a meeting at which a quorum is present either in person or telephonically shall be the act of the WCC, 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 WCC 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. Financial transactions; Reputation and character; Issues confidential by law; and
2. Confidential records.
3. The motion requesting the executive session shall state the nature of the matter to be discussed.
4. Only those persons invited by the WCC or permitted by law may be present during the executive session. Unless invited or permitted by law, no teacher/other staff WCC member shall be entitled to attend any executive session in which personnel issues specific to a particular employee are discussed, and no teacher/other staff WCC member shall be entitled to vote on any such issue in public session. The WCC 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, or designee, of the WCC shall maintain topical minutes of all executive sessions.

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

SECTION 10. Action by Consensus. While provisions for majority voting are made within these bylaws, it is the intent of the WCC 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 WCC present at a meeting, minus two, would be required to agree to suspend action by full consensus.

ARTICLE VII Principal

SECTION 1. Selection/Removal. The Principal shall be selected by the Winterberry Charter School academic policy committee, the Winterberry Charter Council. Removal of the Principal will require a majority vote of the full WCC 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 WCC, or as required by law. With the advice of the WCC, the Principal shall select, appoint, or otherwise supervise employees of the School. The Principal shall see that all policies, orders, and resolutions of the WCC are carried into effect. Upon delegation by the WCC, 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 WCC regularly and often to monitor progress in achieving the WCC'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 WCC all significant policy and financial decisions that may have a substantial impact upon the School.

ARTICLE VIII Committees

SECTION 1. Standing Committees. The WCC has the following standing committees to pursue a specific charge assigned by the WCC:

1. Election Committee. This committee is described in Article 3 of these bylaws.
2. Legislative Policy Committee. This committee lobbies on behalf of the School and Charter Schools. This committee communicates with the School community on legislative issues of relevance to the health and wellbeing of the School.

Members of standing committees are approved by the WCC from a list of volunteers who are parents of children attending the School, community members at large, the Principal, teachers, or other staff members. Standing Committees must be chaired by a WCC member. The WCC, by resolution adopted by a majority of a quorum of the WCC, may designate and appoint additional standing committees as deemed necessary by the WCC.

SECTION 2. Special Committees. The WCC, by resolution adopted by a majority of a quorum of the WCC, may designate and appoint one or more special committees to perform specific tasks

assigned by the WCC. Members will be selected by the WCC from a list of volunteers who are parents of children attending the School, community members at large, the Principal, teachers, or other staff members. Special committees are dissolved upon completion of the assigned task, at the end of the appointed term, or by resolution adopted by a majority of a quorum of the WCC.

SECTION 3. 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 WCC wishes each committee to render, the extent and limitations of responsibility, the resources the WCC will provide, and the approximate dates on which the WCC wishes to receive reports. Recommendations of special advisory committees shall be based on research and fact and shall be advisory to the WCC.

SECTION 4. WCC Powers and Prerogatives. All recommendations of a committee must be submitted to the WCC for official action. The WCC 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 5. Meetings. Special committees to the WCC shall comply with the requirements concerning public meetings that are specific in ARTICLE V, SECTION 4, Notice of Meetings, above.

ARTICLE IX Contracts, Checks, Deposits, Funds and Accounting

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

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 WCC 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 WCC Treasurer and the Principal, with WCC 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 WCC at each regular monthly WCC meeting a ledger itemizing all income, expenses and budget transfers since the prior WCC regular monthly meeting, and copies of all accompanying bank account statements. The WCC may at any time cause a full or partial independent audit of School monies to occur.

ARTICLE X 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 WCC, all persons who at the request of the WCC 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 WCC member or officer, at the request of the WCC 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 WCC, on a case-by-case basis.

ARTICLE XI Discrimination

SECTION 1. Discrimination. The WCC shall not discriminate in its' membership nor in the governance of the School on the basis of: Race, Religion, National Origin, Color, Sex, Pregnancy, Parenthood, Physical Disability, Mental Disability, Marital Status, Age nor on the basis of any other characteristic that is prohibited by federal, state, and/or local law.

ARTICLE XII 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 WCC who are present at any regular 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 WCC, posted publicly in the School's office, and distributed in writing to the school community at least one (1) week 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 WCC, by parents with students currently enrolled in the School, or by the Principal, Teacher-In-Charge, teachers, or staff each then under contract with the School, for consideration by the WCC.

Winterberry Charter Council Code of Ethics

“What we need to learn in this age is – namely –to live out of pure trust” -R. Steiner

The WCC Code of Ethics serves as a guide to council members, a commitment to the Winterberry community, and a continuation of the shared values of Winterberry Charter School.

As a member of the Winterberry Charter Council, I will embody our school's shared values by:

- BALANCING my individual convictions and the will of the whole
- serving the COMMUNITY through collaboration in the 3-fold governance structure
- being MINDFUL of my role in consensus decision making
- supporting the GROWTH of Winterberry towards our shared vision
- ensuring that my words and deeds express EMPATHY for the opinions and beliefs of all council members and constituents
- appreciating the CONNECTION of all community members through collaborative governance
- summoning the COURAGE to share my experiences, perspectives, and knowledge for the good of the whole
- exercising my FREEDOM while appreciating that of the other community members
- maintaining an abiding RESPECT for every person and his or her contributions

As a member of the Winterberry Charter Council, I understand that my actions must reflect the shared values of our community and foster both the legal and ethical operations of the WCC. Therefore, I pledge never to:

- use the council or any part of the school for my personal advantage or the personal advantages of my friends or relatives
- discuss the confidential proceedings of the executive sessions outside of such sessions
- promise prior to a meeting how I will vote on any issue in the meeting
- interfere with the duties of Winterberry's staff or undermine their authority
- interfere with the duties or proceedings of the Winterberry Parent Guild or the Faculty Council or undermine their authority

Finally, I will disclose any potential conflicts of interest to the WCC.

Winterberry Charter Council Member Signature/Date

Winterberry Charter Council Chair Signature/Date

Winterberry Charter Council Member Agreements

The WCC Council Member Agreements frame the norms and expectations for the current membership. This list of agreements reflects our shared vision for meeting our obligations to the Winterberry community and to the 3-fold governance of Winterberry. The Winterberry Charter Council Member Agreements must be renewed with any election or appointment of any new or returning members.

As members of the Winterberry Charter Council, we agree to

- attend and participate in all regular meetings as required in the By-laws
- prepare ourselves for meetings through reading agendas, minutes, and reports
- keep well-informed on issues that may come before the council
- be a council officer or participate in a minimum of one administrative committee or other WCS governance body each academic year
- be educated in the policies and procedures of WCC bylaws, WCS charter, and the WCC code of ethics
- understand the collaborative leadership of the 3-fold governance structure: the WCC, the Winterberry Parent Guild, the Faculty Council
- learn what needs are present for the constituents we serve
- understand the consensus model and decision making process
- respect the opinions of our fellow council members and our constituents
- respect and support the decisions of the council
- adhere to confidentiality of the executive sessions and to the Open Meetings Act
- hold the whole and help keep the flame of Waldorf education for Winterberry

Appendix D

2017-2018 Membership of the WINTERBERRY CHARTER COUNCIL (the school's APC)

Seat A (Faculty)	vacant				
Seat B (Faculty)	Sarah Glaser		1860 E 27th	Anchorage	99508
Seat C (Faculty or Staff)	Shana Garrels		19460 Wingham Circle	Eagle River	99577
Seat D (community)	vacant				
Seat E (Parent)	Claire LeClair	Past Chair	2130 Belair Drive	Anchorage	99517
Seat F (Parent)	Dara Lively	Secretary	11100 Magnolia St	Anchorage	99516
Seat G (Parent)	Tara Smith	Vice Chair	6835 Double Tree Court	Anchorage	99507
Seat H (Parent)	Marya Pilifant	School founder	637 West 15th Ave.	Anchorage	99501
Seat I (WPG Appointment)	Jessie Menkens		1605 Sitka Street #304	Anchorage	99501
Seat J (Parent)	Erin Schneider		13130 Sues Way	Anchorage	99516
Seat K (Parent)	Meggan Judge	Chair	3241 Milky Way	Anchorage	99517
Seat L (Parent)	Rebecca Steadman		3520 Sailboard Circle	Anchorage	99516
Seat M (Parent)	Sheryl Toscano	Treasurer			
Recording Secretary	Molly Towner				
Principal	Eric Andersen				

The Winterberry Charter Council holds monthly meetings. Following are minutes from six meetings, one each from the years 2012 through 2017:

Board Meeting Minutes

February 16, 2012

Winterberry Charter Council/Academic Policy Committee Regular Meeting

WCC Members Present: Melissa Janigo, Margaret Eggleston (Staff), Arthur Harmon, (Staff), Erin Fleischer, Shanna Mall (*non-voting*), Lynne Jablonski, Della Swartz, Tara Smith (8 total; 7 voting)

WCC Members Absent: Todd Robicheaux, Bob Steinmann

Community member present: Donna Mears

Meeting Opened: 6:00pm

Meeting Location: 4th Grade Room at Winterberry Charter School

Prepared by: Erin Fleischer, WCC Secretary

AGENDA ITEM	DISCUSSION POINTS:	DECISIONS/ FOLLOW UPS:
Opening	A. Motto of the Social Ethic B. Song—"Come Let us Gather" C. Excitement Sharing	
Approval of Minutes	January minutes and Signed.	
Approval of Agenda		Approved 7-0
Community Comments	Meg Eggleston	Request to consider sharing eurythmist with other Waldorf schools

Informational Reports	<p>A. <u>Administrator Report</u> 211 final number, we will owe @ \$64,000. Recommendations will be considered when we know final dollar amount. George will facilitate a meeting between WCS and AWS. Looking for Volunteer coordinators. March 6 University Area Community Council meeting; important to attend. January 2013 Alliance for Public Waldorf Schools Conference. Record keeping requirement; staff taking up to create consistent record that meets State requirement and Waldorf pedagogy. Possible changes in daily schedule for 2013. Proposed 1st draft of calendar. See report for more details.</p> <p>B. <u>Budget</u> See report. Dave, Shanna, Dedra and Della developed a budget.</p> <p>C. <u>WPG</u> Approved and blessed the lease. Reviewed the bylaws to allow for the lease. Winterfaire! Annual Giving Campaign has begun. Head, Heart & Hands Auction. Alternative Schools Fair went really well.</p> <p>D. <u>Faculty Report</u> Mentoring has taken a shift, staff feeling more comfortable making requests for their mentoring. Child Study. Special Ed visioning. Hybrid training.</p> <p>E. <u>Policy/Legislation Committee</u> Community comment: Continue to follow base child distribution. This task belongs to the WCC.</p> <p>F. <u>Site Update</u> Donna would like support from WCC to WPG signing the lease from Criterion (C-5 LLC) Volunteer recruitment plan.</p>	No actions on informational reports.
Business	<p>A. <u>Consensus re: WPG signing lease.</u></p> <p>B. <u>Bylaws proposed changes</u></p> <p>C. <u>WCC Election results</u></p> <p>D. <u>Officer Elections</u></p>	<p>A. Lynne moves that we support the WPG signing the lease with C-5 LLC. Della seconded. Unanimous twinkle.</p> <p>B. Motion to approve draft of article 5 as amended. Exofficio seats and table of contents.</p>

		<p>C. There was a write in candidate. 5-0 for all seats. Seat B Meg Eggleston 5-0 Seat D no nominee or candidate Tom Pillifant got 2 write in votes. seat F. Erin Fleischer. 5-0 seat H. Della Swatz 5-0</p> <p>Erin nominated as Secretary twinkled in. Della nominated as Tresurer twinkled in.</p> <p>Read and signed Code of Ethics.</p>
Adjournment	Regular Session 8:05pmback to Regular session 8:58 to sign Code of Ethics. Final adjournment 9:04pm	
	<u>Ececutive Session</u> to discuss confidentiality and financial issues. The WCC invites the staff to this session and Donna to the Legal update portion.	Lynne moves the we move into executive session to discuss 12/13 staffing updates and New Site legal updates

Winterberry Charter Council/Academic Policy Committee

Regular Meeting

WCC Members Present: Erin Fleischer, Tara Smith, Kyle Vander-Shier (Staff), Shanna Mall(*non-voting*)Melissa Janigo, Meg Eggleston, Della Swartz, Meggan Judge, Mike Rehberg, Greg Veltkamp (WPG liaison), 10 total; 9 voting)

WCC Members Absent :Bob Steinmann Jill Abrams (*Ex-officio non voting brynn-mawr*) Tamara Baughman (*Ex-officio non voting college alps*)

Community member present:

Meeting Opened: 6:15pm

Meeting Location: Faculty Room Winterberry Charter School

Prepared by: Erin Fleischer, WCC Secretary

AGENDA ITEM	DISCUSSION POINTS:	DECISIONS/ FOLLOW UPS:
Opening	D. Motto of the Social Ethic E. Song <i>This little light of mine</i> F. Excitement sharing New WPG liaison! Alicia's baby! Lots of other random excitement.	
Approval of Minutes	Not available	
Approval of Agenda	Approved as amended	Approved 9-0

Community Comments		
Informational Reports	<p>A. <u>Administrator's Report</u> See Principal's report</p> <p>B. <u>Budget/Treasury Report</u> \$24,000 surprise teacher bonus. Mike has candidates for Grant committee. Mike spoke with Bill Wielechowski our Senator and Max Gruenberg our Legislator. Looking at options to be exempt from property tax.</p> <p>C. <u>WPG Report</u> Parent wish list includes parent education, broadening volunteer awareness, create a strong foundation for high school success. Hoping for a joint meeting with WPG with George and Donna. There is a resume for a volunteer coordinator. New WEP coordinator Christine Simpson. Bringing good energy. Annual Giving underway. Enchanted village Oct. 26th. Website re-design approved. Yurt is purchased.</p> <p>D. <u>Faculty Report</u> 1st Assembly of the year.</p>	No actions on informational reports.

Business	<p>Decision Items</p> <ul style="list-style-type: none"> A. Lease with WPG revision B. Finalize Board Evaluations C. Homeschool Proposal D. Annual Giving Request <p>Discussion Items</p> <ul style="list-style-type: none"> E. Principal Contract Della will bring it back to be approved next month. F. Joint APC group: Aquarian hosting next meeting in October Potentially the 22nd. G. Student Retention Create an administrative committee to follow up on exiting students. H. Community surveys and exit interviews 	<ul style="list-style-type: none"> A. Revised with new payment and our current address. Erin moves we approve lease as amended, Della seconds. Unanimous twinkle. B. We need to look at a couple of items that need editing. Shanna is sending Tara language for edits on 26 & 27. Delete 29. 32, C. Dialogue around homeschooling idea. D. A lot of discussion around the annual giving campaign. Would like to see it be a three body process. Tara is drafting a letter back to support Sarah.
Adjournment	9:12	Meggan moves Della seconds

Winterberry Charter Council/Academic Policy Committee

Regular Meeting

WCC Members Present:, Erin Fleischer, Melissa Janigo, Meggan Judge, Tara Smith, Bob Steinman Kyle Vander-Shier (Staff), Della Swartz Mike Rehberg, Chanell Crawford (Staff), 9total; 9 voting)

WCC Members Absent : Shanna Mall (*non voting*), Meg Eggleston, Stephanie Lenhart (*WPG lieason*) Jill Abrams (*Ex-officio non voting brynn-mawr*) Tamara Baughman (*Ex-officio non voting college alps*)

Community member present:

Meeting Opened: 6:10pm

Meeting Location: 6th Grade Winterberry Charter School

Prepared by: Erin Fleischer, WCC Secretary

AGENDA ITEM	DISCUSSION POINTS:	DECISIONS/ FOLLOW UPS:
Opening	G. Motto of the Social Ethic H. Song No song □ I. Excitement sharing Booking tickets for 8 th grade trip, Harvest dance tomorrow. Gail teaching math, Meggan going to Las Vegas	
Approval of Minutes	Approved as amended	Tara stands aside (was absent) otherwise twinkles all around
Approval of Agenda	Approved as amended	Della moves, Meggan seconds. Approved 9-0

Community Comments	No information about 5 th grade from the administration. Need better communication from Administration to the parents.	
Informational Reports	<p>E. Subcommittee Report Discussion around what the committees are and who is on them. The outdoor play yard committee was introduced at the faculty meeting. WCC can take our board evaluations and set some goals, and subcommittees can come out of that. Planning something with George and Donna's visit.</p> <p>F. Faculty Report Nice meeting. 1st student government meeting tomorrow. 6th 7th and 8th grade participating. 5th grade situation. Ms Drinen has gone on medical leave. Sub starting next week, then Meg will do main lesson for 5th grade until a longer term sub is found. Looking for new front desk person. Jeremy and Cheryl are "teachers in charge" Kyle is Faculty Chair, more defined.</p>	No actions on informational reports.
Business	Discussion Items	

	<p>H. Home school program We don't have in writing that we don't need a charter amendment. We have in writing that we do need an amendment. Shanna told Della that the home school students are enrolled as students. Concern over that. We need an update. Without full knowledge we can only move on what we do know, and that is that we need an amendment. We think the families are very happy and that it will be successful.</p> <p>I. Yurt update Criterion had to put our project on hold. Pushed to March. Tara expressed a concern that the WPG by-laws are not up to date.</p> <p>J. Planning 3 body meeting with George and Donna Communication and how the 3 body process works. Procedures laid out, by-laws work. (Foundations of Trust) Add 3-body commitment to WCC agenda. Board development, we have a new contract and need an evaluation that reflects that. Discussion around having a firm succession plan. Look at goal setting next Month.</p> <p>K. Proposed by-law change Slowly working on the by-law changes. Della, Tara and Meggan are going to get together and get something for next meeting.</p> <p>Need to go over board evaluations and goal setting.</p>	<p>E. Tara moves that Della writes a formal letter to Shanna requesting the charter amendment be submitted in time for the next school board meeting Oct. 6th, or the home school program must cease and desist. Bob seconds unanimous twinkle</p> <p>F. No decision needed.</p>
Adjournment	7:59	Tara moves. Mike 2nds

Winterberry Charter Council/Academic Policy Committee

Regular Meeting

WCC Members Present:, Melissa Janigo, Shanna Mall (Administrator *non-voting*) Erin Fleischer, WCC Secretary, , Christina Eubanks, Dedra Watson (financial manager *non-voting*) Jeff Jablonski, Meggan Judge, Julie Pepe-Phelps (Staff) Meg Eggleston (Staff), Sara Norris, Tom Malloy, Aaron Morse

WCC Members Absent :, Mike Rehberg

Community member present: Kerri Call, Meghan Clark, Donna Mears, Della Schwartz

Meeting Opened: 6:00pm

Meeting Location: 4th Grade Classroom Winterberry Charter School

Prepared by: Erin Fleischer (Secretary)

AGENDA ITEM	DISCUSSION POINTS:	DECISIONS/ FOLLOW UPS:
Opening	A. Motto of the Social Ethic B. Song Sing again and again C. Excitement sharing D. Introductions	
Approval of Minutes	Julie motioned to approve as amended, Tom seconded.	Approved

Approval of Agenda	Julie moved to approve the agenda Megan seconded.	Approved
Community Comments	Kerri Call: Looking for sports to be supported.	
Informational Reports	<p>A. <u>Administrator Report</u> See report.</p> <p>B. <u>Budget Report</u> The Alliance is looking for an additional gift, they want to hire an administrator. Budgeted 7K for travel for the conference. Cost is being determined to get certified with the Alliance. Questions about the format of the budget report. Part time AA.</p> <p>C. <u>Supervisory Subcommittee Report</u> Meeting tomorrow.</p> <p>D. <u>WPG Report</u> Created a sub-committee to look at teacher funding. Fund raising has begun. Pick click and give this year.</p> <p>E. <u>Faculty Report</u> See report.</p>	No actions on informational reports.
Business	<p>Business</p> <p>A. Appoint new member to fill vacant community seat</p> <p>B. Hoffecker/Burgess contract</p> <p>C. Grounds and Services Contracts Policy/Approval</p>	<p>A. Erin moves that we nominate Della Schwartz to occupy the vacant community seat. Melissa seconds. Unanimous approval.</p> <p>B. Birchtree is paying for half of their travel costs. Megan moves to approve spending up to 2K for George and Donna's expenses.</p>

	<p>D. Executive Session to discuss confidential personnel issues.</p>	<p>Julie seconds. Unanimous approval.</p> <p>C. Jeff asks for one more revision. No action.</p> <p>D. Christina moves that we move into executive session to discuss confidential personnel issues. Tom seconds. Entered executive session 7:45. Exit executive session 8:38</p> <p>No decisions were made.</p> <p>Dialog around evaluations, contract. The supervisory subcommittee is going to get clarification regarding the contract.</p>
Adjournment	8:59pm Next meeting Tuesday 9/29 6:30	Christina moves. Meggan seconds.

Winterberry Charter Council/Academic Policy Committee

Regular Meeting

WCC Members Present: Tom Malloy, Dara Lively, Sarah Glaser, Lee Young (Administrator-non voting), Lynne Jablonski, , Christina Eubanks, Meggan Judge, Julie Pepe-Phelps, Marya Pilifant, Mike Rehberg, Tara Smith (by phone)

Not Present: Aaron Morse,

Meeting Opened: 6:05pm

Meeting Location: Winterberry Charter School

Prepared by: Molly Towner

AGENDA ITEM	DISCUSSION POINTS:	DECISIONS/ FOLLOW UPS:
Opening	<p>Motto of the Social Ethic</p> <p>Song “To Wonder At Beauty”</p> <p>Excitement sharing</p> <p>Dara’s dad got a moose, Christina’s getting surgery next week, Lynne, Meggan, Molly, and Maryas’ 9th grade children are doing well and experiencing echos of Winterberry in Biology and perspective drawing</p>	
Approval of Minutes	July 28, 2016 Minutes	<p>Sarah G moved, Lynne 2nd</p> <p>Unanimous approval</p>
Approval of Agenda	Agenda	Several committees have no reports to share and were taken off the agenda (charter revision, satellite program, sped, wcc recruitment, decision making matrix, lunch,

		<p>nvc).</p> <p>Bi-laws committee emailed report</p> <p>Lynne: WTC (transition committee) needs to meet and be on the agenda next month.</p> <p>Dara 1st/Mike 2nd</p> <p>Unanimously approved.</p>
Community Comments	<p>Meggan- on behalf of Winterberry Transition Committee. Sunny Mall requested that the July minutes be forwarded to her.</p> <p>Christina- Wonders how/if the increase in insurance requirements is affecting field trip driving/chaperoning.</p> <p>Lee- A message can be sent out to the community about the new policies. Dara – It would also be helpful if teachers let their families know that they need to fill out paperwork to drive well in advance to avoid problems.</p> <p>Julie- The 29th is our all-school Michaelmas celebration. We will perform a play at 10am, with bread, butter, honey, and sliced apples following.</p> <p>Lynne- wondered if anyone has heard feedback about the sculpture in the foyer. (Dara- mixed feelings from 2nd grade parents), (Julie- mixed comments about the actual piece of art), (Meggan-one parent found it painful to look at) They (Meggan and Eric) have varnish that could cover it without sheen. Lee agreed to that.</p>	<p>They were emailed to her.</p> <p>Eric will varnish the sculpture.</p>

<p>Informational Reports</p>	<p><u>Budget Report</u></p> <p>When the treasurer (Aaron) returns from vacation, he will meet with Christina. Lee is emailing out the current budget to the WCC. The budget committee will look at it and compare it to the last 4 years. (Lynne- Jeff, from the building committee, is interested in looking at the budget in regards to the building.)</p> <p><u>Administrative (summary of handout)</u></p> <ol style="list-style-type: none"> 1. Our school year is off to a great start! The 1st and 8th grade ceremony was very special 2. Enrollment-242 students. K-6 is full, grade 7-27, grade 8-26 students. 18 hybrid 3. Events: NVC with Karl Stayaert, WPG back to school potluck, visiting eurythmist Peter Karnowski, Lee Sturgeon-Day workshops, Aimsweb screening window 4. New 2nd grade teacher-Adam Martinez, music-Ricky Lind, Movement-Drew Anderson (long term sub)(interviewing next week for permanent movement position), Glenda Kruger- TA, Pamela Burd-sub TA for Sarah R, Michele Poplarchik-kindergarten sub TA until Natalie comes back from maternity leave 5. Security-looking at cameras for the school doors and sheds. Three laptops have been stolen as well as 42 pairs of skis and other items from the shed. We have received 4 bids. Discussion about different types of security systems- and replacing the sheds with a Conex. <p>Christina suggested splitting the cost of 2 connexes with WPG.</p> <ol style="list-style-type: none"> 6. George and Donna (mentors) will be at Winterberry from September 26-Oct 7 7. Web site: Exploring the possibility of utilizing the ASD website platform for Winterberry (comments regarding the website- We have spent a lot of money on making brand new websites from scratch every 3 years. The website revision should be in someone's job description) 	<p>No actions on informational reports.</p>
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	<p>Question regarding volleyball from Christina: Are we able to participate?</p> <p>Lee- We were told to have students join their neighborhood schools (but we get out too late). We are negotiating with the athletic director of ASD to get permission to have a team. We are unable to practice at Rilke Schule. According to the athletic director, charter schools are unable to have team sports. Christina suggested parent communication regarding what is happening.</p> <p>WPG: Lynne: We set our by-laws, updated them, found other areas to look at. We want to add a personnel sub-committee. The by-laws should be ready by next month.</p> <p>There is a new teacher training request from Sarah R.</p> <p>The teacher training schedule conflicted with the Enchanted Village. It was decided at the last WPG meeting, unanimously, to “pause” Enchanted Village this year. The upper grades have been allowed to have booths at Enchanted Village. There will be a booth room next to the café at Winter Faire- and allow the upper grades to have booths at Winter Faire. It is the hope to have 1 big event with all of the components of Winter Faire and Enchanted Village once our building expansion is completed.</p> <p>WEP operated at a loss last year. When we took it on years ago, it was breaking even or making \$. WPG is working with WEP to make sure they break even or earn a profit. There are 33 students enrolled at a profit of over \$1000/month. They (WEP) are interested in more training, the money for which needs to come out of WEP. Last year’s loss was about \$7000</p>	
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	<p>We made around \$5000 at Enchanted Village</p> <p>Annual Giving Campaign- starting soon, hoping for 100% participation (helps with grants etc)</p> <p>Meggan will bring something delicious to the next meeting if the whole board pledges/gives by the next meeting!</p> <p>Welcome event- next Thursday, Sept 22, 6-8pm.</p> <p>Meggan will represent the WCC.</p> <p>Questions:</p> <p>Follow up with next WPG meeting about the calendar for the charter renewal.</p> <p>Faculty Report: (Sarah G)</p> <p>Faculty liked the training with Karl Stayeart and would like to continue with him the next time we do NVC work.</p> <p>Christina asked about the faculty work on the education section of the charter renewal. The faculty has not discussed this yet.</p> <p>Sarah: We will work on the renewal at the next faculty meeting.</p> <p>Professional Development ranking (staff survey)</p> <p>1. George and Donna</p> <p><u>Faculty Report to WCC</u></p> <p>September 15, 2016</p> <ul style="list-style-type: none"> - Biography work and planetary qualities with Lee Sturgeon Day. - Eurythmist Peter Karnoffsky on campus working with students and some guided work with faculty 	
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	<ul style="list-style-type: none"> - Faculty felt supported by Karl Steyart and requested that we keep in contact with him for future NVC work. - Reviewed safety protocols, agreements, procedures for new staff and refreshed agreements for returning staff. - Ranked professional development opportunities, as provided by Ms. Besh-Barber, based on our needs. Here they are in order – a lower number means higher value (1=highest value and 10=lowest value) <ul style="list-style-type: none"> o <u>1.75</u> – School Mentor Visits (George and Donna) o <u>4.2</u> – Visits to observe master teachers o <u>4.6</u> – Contacting Master Teachers to provide training that meets CEU requirements o <u>5</u> – Contracting of local Master Teachers to provide training o <u>5.1</u> – Continuation of Building Bridges Waldorf Teacher Certification Program o <u>5.8</u> – Contracting Remedial Educational Specialist to conduct 2nd grade assessments o <u>5.8</u> – Contracting visiting Eurythmist o <u>7</u> – 3 body facilitated retreat (some faculty indicated this would be more valuable if it coincides with George and Donna’s visit) o <u>8.1</u> – Contracting Waldorf teacher trainer to conduct biography work <ul style="list-style-type: none"> ▪ one faculty member expressed desire for in-house pedagogical support position <p>Further discussed needs around pedagogical support and next week we will discuss strategies to support those needs.</p> <p>Facility Expansion (Julie)</p> <p>The group met this summer. Kyle (C-5) and the group had good communication over the summer. Needs were fine-</p>	
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	<p>tuned and he was able to price out what we want. Kyle is working on trying to accommodate our budget and we are waiting to hear him. The expansion would double the square footage of our building. It works well with our charter renewal, because paying for it over a longer time will make it cheaper per month. We've decided, based on the student impact, to start construction in late spring. They're confident that they can finish the expansion by the start of the school year.</p> <p>Marya: we've tried to simplify the timeline for construction. Trying to verify now that the plan IS the plan we want-and make sure we can afford it. We have a little time to take a look at it again to make sure everything we need is included. One thing came up, a small prep kitchen, was added by the committee at the last meeting. Major adjustments at this point would make our timeline change (and make a spring construction start change). We are waiting for the numbers (\$)</p> <p>Christina- ASD wanted her and Craig to come in, in person, to have the rules regarding landlords/leases read to them. She found it very unnecessary. We have a very clean building budget, but we (WCC) may have to hold the lease for the building.</p> <p>Julie: it's already been managed by WPG for a long time (with Criterion).</p> <p>In the past, the WCC was not allowed to hold funds over, but that is not the case anymore.</p> <p>Tara: It makes sense for us to bond our building, just like other schools.</p> <p>Lynne: With the budget cuts, if they see surplus in our budget, they will give us less.</p> <p>Marya: The more direct control we have over our budget, the better.</p> <p>Charter Renewal Committee:</p> <p>Waiting to hear back from Faculty and WPG, but will still</p>	
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	<p>meet.</p> <p>Julie will take out the portion of the charter that faculty will work on- for them to make comments/add and take things out.</p> <p>Christina- Remember, adding eurythmy, Extra Lesson, and other alternative/Waldorf methods to SPED so we can use SPED money for those things.</p> <p>Unanimous enthusiasm for Karl Stayeart's NVC work!</p> <p>The food was also excellent.</p> <p>Gratitude for Mr. Young!</p> <p>Gratitude for Colleen. What tangible goodies can we gift her with? Julie is collecting \$ to buy her a gift certificate.</p> <p>Meggan is organizing gift baskets for certain departments at ASD.</p> <p>Nov 3, 5-6:30 is purchasing training (not mandatory, but helpful) at ASD Warehouse/ Purchasing.</p> <p>Dec 3: 9-11 WCC special meeting regarding charter renewal (at Winterberry)</p> <p>Jan 27- all day- charter school principal training.</p> <p>Jan 28- all day- APC training</p> <p>** Dates are being verified- This is a Saturday and Sunday (so it's probably 27 + 28)</p> <p>Adjourn: 8:02 Meggan 1st/Dara 2nd</p> <p>Unanimously approved</p>	
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Winterberry Charter Council/Academic Policy Committee

Regular Meeting

Present: Molly Towner(minutes), Meggan Judge, Julie Pepe, Erin Schneider, Claire LeClair, Marya Pilifant, Lynne Jablonski, Rebecca Steadman, Darrel Vincek, Shana Garels, Sharyl Toscano

Absent: Dara Lively, Tara Smith, Sarah Glaser

Meeting started: 6:08pm

Meeting adjourned: 7:33pm

Approval of March minutes	Sharyl moved, Erin 2 nd Unanimous approval	
Approval of agenda	Lynn moved, Claire 2 nd Unanimous approval	
Community Comments	Rebecca: Many of the 2 nd grade parents are feeling that there are unresolved issues. They would like a response to the letter that was given to the WCC. Sharyl: The approach to discipline has been a group discipline in the class and she has a concern about that.	
Informational Reports		

Budget: Shana	Nothing to report	
Administrator's report: Julie	<p>*The response to the grade 2 letter given to the admin was sent in the mail this morning. The letter was a collaborative effort. Any feedback can be emailed to both Julie and Darrel. Parents are also welcome to come in to talk with Julie in person. It's important to keep lines of communication open. We care about what the parents have to say.</p> <p>She is making a binder for Eric, including paperwork he will need as he begins next year.</p> <p>PEAKS testing is completed, aside from the make-up tests. The make-ups need to be finished by the end of next week.</p> <p>Aimsweb reading and math screenings are also happening right now.</p> <p>All of the teachers have received new laptops.</p> <p>Faculty is working in committees: Festivals, calendar-setting, weekly schedule, staff welcome wagon, faculty handbook</p> <p>Teachers are very busy getting ready to wrap up</p>	

	<p>the school year.</p> <p>*Question regarding a school report card showing standardized test scores. The data is several years old because there was no testing last year and the AMP tests were only done for 1 year 2 years ago.)</p>	
Faculty report: Julie	<p>PEAKS testing- Ms. Seiff has been doing a great job with it.</p> <p>All of the classroom teachers are staying next year.</p> <p>Many of the teachers are in the Building Bridges program (Waldorf training)</p> <p>5th, 6th, and 8th grades are participating in Super Sweepers next Friday afternoon.</p> <p>Pentathalon is May 4.</p>	
WPG report: Lynne	Attached	
Committee reports:		
Administrative		
Facility expansion	<p>Progress is being made towards our goal of breaking ground at the end of the school year 2018.</p> <p>Marya: Maybe we could</p>	

	look for athletic grants to build a gym space/multi-purpose room.	
Charter Revision	The next goal is writing the letter of intent. Lynne has been looking for an example of what needs to be in the letter of intent. Darrel explained what is needed. Our plan is to do the state application first and refer back to it on the district application.	
Safety	Kylara Hollingsworth and Erica Malouf have joined the committee. They are working on an idea for a school-wide behavior system.	
NVC	Becca has been leading an NVC practice group.	
Outdoor Play space	Donna, Drew, and Lisa have been working on this. There is grant money to allocate. The building expansion committee is in communication with them to make sure the designs work together.	
Committee reports: WCC subcommittees		
Election	No report	
Hiring: TBD		
Supervisory		

Legislative Policy Committee		
Budget		
Gratitude		
Contracting/Purchasing/Budget Approvals		
WCC Special Meeting next time		
Business: Shana Garrells	<p>Shana Garrells was nominated to the WCC.</p> <p>Marya moved</p> <p>Lynne 2nd</p> <p>Unanimous approval</p>	
Business: Principal contract committee	<p>Tara, Meggan, and Claire are on the committee.</p> <p>Eric will be here on June 12. They plan to have the contract ready for him then. Darrell will send contract examples from other charter schools.</p> <p>Lynne will send a copy of this year's contract.</p> <p>The committee would like to include specific requirements (ie. Shaking hands with the children in the morning.)</p>	
Contracting/purchasing/budgeting requests and approval	Nothing to request	

Gratitude	<p>*for Lynne and Jennifer for their work on the auction</p> <p>*for the principal hiring committee</p> <p>*for Eric and Mandy, who helped clean up after the auction.</p> <p>*for Julie and the time she is putting in at Winterberry, and the many hats she is wearing here!</p> <p>*for Darrell for being here, helping us.</p> <p>*for Lynne, who is attending her last meeting as a member tonight!</p>	
Adjourn	<p>Marya moved, Erin 2nd</p> <p>Unanimous approval</p>	

WPG Report for April 2017

Craig has agreed to finish out the year as far as setting agenda's and running the meetings. Krystal will take over in the Fall.

WEP: Kindercare=around 10. Aftercare=around 18. Tatiana was proposing a Summerberry program, but the board needs more time to discuss it. Craig suggested that she work with a small group. Christina offered to met with her, "This is really late to be starting on this." Need a minimum of 13 children to break even. It looks like the program will not take place this year. However, WEP has had a stable balance over the last 3 months. Mike proposes WEP pay back WPG (just the money "borrowed at the beginning of the year, \$6000, this has since taken place).

A question was asked about a summertime "Kindergarten/1st "roundup". Suggested that families arrange get-togethers over the summer for informal get-togethers

Funding requests tabled until next month. Current requests are about \$17,000.00 for summer training.

April Balance

General Acct: \$15,400 (\$3,451 encumbered)

Facilities Acct: \$37,190

Store: \$3,700

WEP \$16, 431

Auction: low ticket sales! New activity at the auction is the “dessert dash”. All of the tables will bid for desserts. Tables pitch in and get to choose a dessert from the dessert table.

A parent asked why Jo-Ann Climenhage is not coming up to do 2nd grade assessments, and budget and return-for-value was brought up. Alecia is working on this

Kylara: Screenagers May 5.

Posters going up town and she has posters for those who want to hang them up.

Appendix E

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

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.

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.

Directly tell the teacher of the issue through a phone conversation, email, or in person.

Schedule a meeting to discuss the issue in person with the teacher.

If resolution is not found, make written contact with the administrator. Concerns, complaints, or clarification regarding the overall school

Directly inform the administrator of the issue through a phone conversation, email, or in person.

Schedule a meeting to discuss the issue in person with the administrator.

Submit a written description of the concern to the administrator.

If resolution cannot 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.

Appendix F **Instructional Program**

NOTE: Following is an excerpt from “Public Waldorf Schools and the Common Core Standards, Part I”, published by the Alliance for Public Waldorf Education.

The entirety of Part I as well as Parts II, III and IV can be viewed at the following web addresses:

(Part I) http://www.allianceforpublicwaldorfeducation.org/wp-content/uploads/2013/11/PublicWaldorf_CommonCore_Part1.pdf

(Parts II and III)

<http://www.allianceforpublicwaldorfeducation.org/research-and-resources/>

(Part IV)

http://www.allianceforpublicwaldorfeducation.org/wp-content/uploads/2013/11/PublicWaldorf_PartIV_TheHandbook.pdf

Alliance for Public Waldorf Education

Public Waldorf Schools and the Common Core Standards

The Alliance for Public Waldorf Education Recommendations for the Appropriate Placement of the Common Core Standards into Waldorf-Inspired Programs

--Including Introductions to the Common Core Standards, Waldorf Education, and a review document and guidance for Teachers and Schools to engage in the analysis of the Common Core Standards for placement in their classrooms and schools

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Part I: Introduction Document Overview

The purpose of this document: To provide the member schools of the Alliance for Public Waldorf Education, their classroom teachers, and interested stakeholders, (including parents, school board members and those with an interest in Waldorf public education)

with a document comparing the structure and goals of the Waldorf program as enacted in Waldorf-Inspired Public Schools with the academic content and student goals identified in the Common Core Standards (CC).

The document is intended to serve as a handbook for teacher and school decision-making and use. It is designed as a practical tool for Waldorf-Inspired Public Schools as they examine the new Common Core Standards adopted in their states and consider how, where, and when these standards best fit into their Waldorf-Inspired Public School Program. (Part II)

The document also includes a summary set of Recommendations from the Alliance for the appropriate placement of the Common Core Standards into A Waldorf-Inspired Public School Program. (Part III)

The document is structured to help teachers and schools clarify and identify the appropriate content of their programs in English Language Arts/Literacy and Mathematics, K-8. Short descriptive notes about some of the key considerations useful in determining where, when, and how the individual Common Core Standards should be implemented in their programs are included throughout Part II and in the introduction to Part III.

The document will also help to clarify for public school stakeholders (parents, districts, school boards, educators and the public) where and when Waldorf-Inspired public schools are addressing the Common Core Standards.

School and Teacher Freedom of Use

This Alliance document is intended to provide useful information about the Common Core Standards to member schools and their teachers. It has been designed to assist them in their review of the Common Core Standards. The Alliance Recommendations were specifically requested by Alliance member schools. They are intended to be useful to the schools, both as documents for local review and for use with the schools' stakeholders as deemed appropriate.

The recommendations are advisory, and recommendations only. They are not intended in any way to restrict or supersede the freedom of Alliance schools or teachers to address the Common Core Standards and their placement in ways that are harmonious with their vision of Waldorf- Inspired education and their local situations and contexts.

This document is fully available for the public use of Alliance schools and was specifically designed so that Part II could serve as a local review document and be easily adapted and revised to reflect local school and teacher decisions about the placement of the Common Core Standards.

The document, in all of its parts, will be made available in both PDF and Word formats on the Alliance website.

Structure of the Document: The document has four parts:

Part I: Introduction

The Introduction clarifies the structure of the document, and includes an overview of the Waldorf Curriculum and its focus on the healthy, balanced development of the whole child/student, summary descriptions of the Common Core Standards in English Language Arts/Literacy, and Mathematics, and an initial comparison of the relationship between the Waldorf Curriculum and the Common Core Standards. It will also preview the structure, content, and uses of the other parts of the document.

Part II: Common Core and Waldorf Placement Tables: A Resource for Teachers and Schools, including the Results of the Alliance Review Process

Part II is organized as a set of grade-level documents, K-8, each including a summary overview of that grade's Waldorf curriculum and tables of the Common Core Standards in English Language Arts and Mathematics, providing space for annotating the appropriate grade-level placement of each Common Core standard in the Waldorf program and recording related notes or comments. The results of this Alliance project's review of the Common Core Standards are included in the Tables in Part II.

Part III: Alliance Summary Recommendations for the Placement of the Common Core Standards in a Waldorf-Inspired Public School Program

The Recommendations portion of the document has been designed to meet the needs of Waldorf-Inspired Public Schools and their teachers, and to inform interested stakeholders in a clear and transparent format. Part III lists all of the Common Core Standards re-ordered to reflect the grade-level placements which were the outcomes of the Alliance review process. This portion of the document is organized to facilitate multiple uses of the information. (See the Introductory materials at the beginning of Part III).

Part IV: Handbook for School and Teacher Review

The short handbook for schools and teachers is designed to foster school and teacher reviews of the Common Core Standards and the Alliance Recommendations for their placement and implementation in Waldorf programs. All of the Common Core Standards are included in Part II, with the Alliance recommendations identified within the review Tables and summarized fully in Part III. Part IV is intended to assist schools and individual teachers in designing their own review process to best meet the needs of their students, teachers, and the school as a whole.

Child Development and the Waldorf Curriculum: An Overview

(The Overview that follows was written by Elizabeth Beaven, Ed.D., Dean of Academic Development at Rudolf Steiner College, and summarizes her presentation at the 2013 Conference of the Alliance for Public Waldorf Education. The Alliance is grateful to Dr. Beaven for providing us with this Overview for our use here.)

Waldorf education was founded in Stuttgart, Germany, in 1919 with the establishment of a school for the children of factory workers at the Waldorf Astoria Cigarette Factory. Not long after the end of World War I, the factory's owner, Emil Molt, asked Austrian philosopher and scientist Rudolf Steiner to develop a new form of schooling, one that would help the children grow into adults capable of healing the ravages of the war and contributing to social renewal. In response, Steiner

created a curriculum designed to develop the full range of the children's human capacities-- intellectual, physical, emotional, social, aesthetic, moral, and spiritual. Radical for its time, the new school was open to all children, educating girls alongside boys; integrating the arts and practical skills with academic subjects; and employing a curriculum and pedagogy carefully designed to support the full development of the child.

Today, Waldorf education is a worldwide school movement with more than one thousand schools in over eighty countries. The pedagogy that arose in that first school is founded upon a fully-articulated and detailed vision of human development, one that includes a consideration of spirit. Perhaps more than in any other approach to education, an understanding of the developing child informs all aspects of the Waldorf curriculum and methodology. If we understand this model of human development, depicted as a series of stages, we can build a coherent road map of both the developing human being and the corresponding Waldorf educational system.

A developmental approach is not unique to Waldorf education. Within the last century, Piaget, Montessori, and Gesell are just three of a large body of educators who have acknowledged the importance of human development in education. Waldorf education is, however, unique in the comprehensive nature of its view: each child is understood as the bearer of an evolving human spirit with its own past, present, and future. More than a product of heredity or environment, an essential core of human individuality is at work, revealing itself in a child's personality. It is the educator's responsibility to support this growing individuality, allowing it to develop in such a way that the unique gifts of the child can find optimal expression. This is an extraordinary expansion of the usual definition of 'teaching'--made visible and practical through the Waldorf curriculum.

Human relationships are central to the support of healthy development, and in Waldorf education attention is given to their fostering and support. Time is allowed both for the gentle unfolding of the development of the child and for the building of relationships between teacher and child, child and child, and parents and teacher. Ideally, the core class teacher remains with a class for up to eight years, a form of extended looping. The curriculum is organized to reflect the importance of this dimension of time. It is often referred to as a spiral: subjects occur and reoccur as the child matures and his capacities develop. This repetition of subjects, with increasing complexity, allows for continuous review that in turn leads to a strengthening of understanding and independent thinking, a steady acquisition of knowledge, and the formation of living connections between subjects as the extended period of time devoted to a subject every day over a period of several weeks, makes this spiraling and repetition possible. It eliminates the fragmentation that is common to most school days and allows the child to become fully absorbed in a subject day after day. The main lesson has been a defining characteristic of Waldorf education since its inception. Even in situations of high student transience, coherence between curriculum content and child development fosters a child's interest, engagement and learning. With the gift of time, the curriculum becomes a journey of enrichment and growth traveled together by the child and teacher.

The developmental journey of the individual child is set in a larger context, that of the evolution of consciousness of the human being. Simply put, the individual child's journey is considered to be a microcosm of the human journey, with emerging capacities and an ever-expanding worldview at each step. The very young child dwells in a dreamy, un-self-conscious state with little awareness of time or place. Throughout the school years, the relationship between self and world changes, and the child's consciousness moves from the

early, dreamy state, through concrete engagement with the physical world; to imaginative, picture-filled thinking; to the independent critical thinking and self-direction of the young adult.

If we hold a living picture of the developing child, we are empowered to build an active, responsive understanding of the what, how, and when of teaching. The curriculum is not a fixed or rigid document--or a set of student outcomes progressively laid out on a prescribed timeline-- but a living instrument for educators, who become engaged in a thoughtful, creative process, fostering the healthy growth of each of their students. An understanding of child development is therefore a non-negotiable requirement for understanding and implementing this concept of curriculum. The Waldorf curriculum can be viewed as a constant interweaving, a call and response between the developmental stage of the child, course content, and methodology. The teacher is entrusted and empowered with enormous creative freedom and responsibility to take the core principles of Waldorf education and work with them to best meet the needs of his class, a unique group of developing young individuals located in a specific time and place. The result is an education that is never static, that has creative mobility, and that requires the teacher to be active, creative, and artistic. Yet it is rooted in an insightful, coherent framework that provides a consistent foundation for the teacher's interpretation of the needs of her students. For the teacher, the curriculum comes alive through an understanding of the human development that stands at its core. For the child, there is the experience of being met with material that speaks with immediacy and vitality to his emerging interests and abilities.

The Seven-Year Stages of Development and the Waldorf Curriculum

Steiner's model of human development is described in a series of stages, each lasting approximately seven years and each with distinctive needs, challenges, and optimal learning styles. During each stage, the developing child lives in a different relationship with himself and with the surrounding world: this changing relationship dictates the educational activities and content. The ideal learning modality and curriculum content needs to change with each stage in order to work with the developing capacities of the child. The first stage is dominated by physical growth with an emphasis on the development of the will and a need to directly engage with the environment. During the second stage, the focus shifts to the child's imaginative capacities; the child in this stage is primarily a being of feeling and pictorial thinking. In the third stage, the emphasis is on the development of independent thinking as the young person engages in a search for truth and meaning. The broad stages of development overlap as one gently sequences into the next. We see echoes of the previous stage during the early years of each new stage and a foreshadowing of what is to come as it approaches its end. This results in a further subdivision of each stage into thirds (phases within each stage) with an emphasis on the will and physical development and activity in the first third, feeling and imagination in the second, and the development of thinking in the third. These phases and their implications will become evident in the grade level curriculum descriptions that follow.

In order to truly understand the child and our task as educators, we ask educators to hold and understand the “big picture” of development—where the child has come from and where she is bound. Education does not happen in short, discrete snapshots of time but in a continuity; if I am a kindergarten teacher, I best support the young child by understanding his current needs and interests while holding a long-range picture of the developmental tasks that await and the work that will be done by my colleagues in grade school, high school and beyond. I sow seeds for later harvesting, and the spiral curriculum facilitates this. The “whole picture” is equally important for the high school teacher. If I understand the path the adolescent has traveled, the developmental milestones that have been met, and the education that has been experienced, I am able to draw on earlier experiences, reawaken earlier knowledge, and deepen and extend thinking and understanding. Through a shared understanding of child development, teachers across the grades can work in concert and in correspondence with a child’s level of maturity and developing capacities.

The First Stage of Development: Birth to Seven Years

The first seven years are of critical importance, laying a foundation for the rest of life. This truth is increasingly recognized by many and is summarized in the Jesuit dictum: “Give me a child until he is seven and I will give you the man.” This first stage is dominated by tremendous physical growth, a need for physical activity, and learning through imitation. During the first third of this stage we see physical growth at a pace that will not recur again in a child’s life. Limbs elongate, bodily proportions change, and the child masters uprightness, walking, and talking. Educational work is primarily with the parent or caregiver, and strives to provide as much support as possible for the child’s healthy physical development. Work with the very young child emphasizes protection during a time of great vulnerability-- supported with security, warmth, love, and rhythm. Imitation is the primary learning modality: this can be observed with infants as they mimic facial gestures and with slightly older children as they begin to acquire spoken language.

A school experience may be part of life for a child in the second third of this stage, from ages approximately two and a half through five. The child of this age unites herself with the world and the gestures and attitudes of those around her through imitation; as a result, she is best educated through appropriate physical activities, nurturing environments and interaction with adults. The Waldorf pre-school responds to the mood, needs, and learning style of the young child by providing a schedule that is strongly rhythmical, the reassuring presence of loving adults, and multiple opportunities for imitation and creative play.

The Waldorf kindergarten includes children from part of the middle phase through most of the third, from ages approximately four and a half to seven. Kindergartens often span two years and are mixed age, allowing children to develop at their own pace and ensuring that there is time for early developmental milestones to be solidly met. Kindergarten teachers enact the curriculum. They create a classroom-learning environment with a secure and embracing feeling through the use of soft colors, natural materials, open-ended play objects, and activities that invite the child’s active participation. They strive to model behavior that is worthy of imitation. For the young child, the kindergarten becomes a safe haven, often in contrast to a society that values large volumes of information conveyed at

high speed, with resulting nervous energy and a feeling of artificiality: the undoubted gifts of our time are frequently incompatible with the true nature and needs of the young child. The Waldorf kindergarten strives to provide a balance to this through providing a protected space in which the young child can healthfully grow. The child's need for purposeful physical activity is met by multiple opportunities for large and small motor activity, with extended time every day for creative, open-ended play. The class may go outside on nature walks or hikes and the world of nature is brought into the classroom through seasonal verses, songs, and nature table displays, encouraging a strong connection between the child and the natural world and fostering a mood of reverence and wonder.

Traditional "school tools"- desks, pencils, books, or worksheets - are absent from the kindergarten; learning can best be described as pre-academic. Clearly the kindergarten child is capable of formal academic learning; however, the Waldorf approach considers that the young child's energy is better used by direct engagement of the will, imitation of adults who are worthy models, open-ended creative play, and physical activity. In place of academic instruction, the child is immersed in a language-rich program that includes simple fairy and folk tales, nature stories, songs, verses, finger games, and puppet shows. The teacher leads a daily circle that provides a forum for the telling and retelling of stories, recitation, and singing over a period of weeks, in harmony with the young child follows the lead of the adult and absorbs meaning and language, which is then reflected through play. Stories, songs, and verses are chosen to reflect seasons and local culture or traditions.

A range of home-like activities such as bread baking, cooking, sweeping, digging, washing, tending a garden, and building supports the language and movement work of "circle time." These activities are modeled by the teacher and provide purposeful, rhythmical movement that directly engages the child to relax into the rhythm of the day, week, season, or year. In addition to practical activities, the kindergarten teacher leads the children in a variety of artistic activities including watercolor painting, crayon drawing, beeswax modeling, and crafts such as finger knitting and simple sewing. Knowledge acquisition is largely a direct process of doing, seeing, imitating, and touching. Activities are conducted in a mood of harmony, order, wonder, and reverence; the inquiry, knowledge, and social engagement that will be vital for later life.

The Second Stage of Development: Seven to Fourteen Years

As the child approaches the age of seven, a number of signals indicate that the first developmental stage is coming to an end. Commencing at around the age of five, the child becomes able to plan his activities in a way that is beyond the ability of a younger child. He becomes more conscious of his surroundings and his classmates and is able to allow his physical activity to come to rest and to sit still for steadily increasing periods of time. He develops an ability to form inner pictures. Around the age of six or seven, the young child transitions from the kindergarten and commences his journey through the grades.

Echoes of the earlier mode of imitative learning remain during the first part of this new stage and the first and second grade child still needs a great deal of physical movement and healthy engagement of the will. However, a new and powerful learning tool is now

available: the capacity for imagination. The young grade school child is strongly a child of feeling. Thinking and knowledge are best developed through living pictures, images, and inner and outer activity. Between about six to nine years, the child experiences the world around her in an artistic way. Children of this age generally love beauty and have a great enthusiasm for learning and an ever- artistic language of picture, using stories to provide imaginative images that convey facts, processes, and the laws of life in an accessible, warm fashion. The rich story curriculum of the lower grades invites the child to be inwardly active, creating her own images for each scene of every story. (In the manner of traditional transmissions of knowledge, stories are told by the teacher, not read, thus leaving each child open to interpret and picture in a free, unique way). The images in the stories help to build language, develop the imagination, encourage creative thinking, and strengthen the child's capacity to learn. Stories arouse and hold the child's interest and engage his feelings. What touches the feelings will be owned and remembered as opposed to mere facts, disconnected information that may be received, briefly retained, tested, and often quickly forgotten. This imaginative approach to learning continues throughout the grades, even as the intellectual capacities of the children are maturing and becoming increasingly powerful.

The Themes and Stories within the Grades Curriculum

Each year of the grade school has a story motif. Human development provides the map for the story curriculum, and it mirrors the child's unfolding abilities and meets emerging interests. In first grade, children hear a wide variety of fairy tales from many cultures. These, along with nature stories, nourish the imagination of the first grade child. True fairy tales contain archetypes of human existence and have been used throughout history to explain the world around us. The world of the fairy tale is an integrated whole in which animals speak, wrongs are righted, and resolution is found. This world reflects the child's still somewhat dreamy consciousness and feeling of connection to the world. The stories provide the material for instruction in writing, a process that takes the child from story image to picture to letter to word, and onwards to reading and arithmetic. Stories are told, recalled, acted out, and illustrated. Through this process, the child acquires a fund of knowledge and increasing skill and develops capacities for mobile, creative, image-filled thought.

The mood of the fairy tale shifts in second grade to reflect developing self-awareness in the child. Fairy tales are replaced by short fables that depict various elements of human nature, often expressed by animals, and by legends that tell of the deeds of extraordinary human beings who were able to overcome or work in harmony with nature to bring goodness to the world. The child inwardly feels that our task as human beings is to balance our instincts and drives with our highest ideals. Native American tales are often told; they frequently provide a blending of the mood of fable and legend. More complex nature stories bring the cycle of the seasons alive for the child, still through the medium of imaginative pictures. The child continues to absorb the content of stories that again provide material for the development of knowledge and skills; these become more abilities develop.

Around third grade, or the age of nine, the developing child shows signs of a more awake consciousness and a greater level of self-awareness. The middle phase of the second developmental stage begins, and the child increasingly experiences himself as an individual, separate from the world around him. Questioning, uncertainty, or a loss of confidence often accompanies this growing feeling of separation. The significance of this developmental challenge has been noted in numerous biographies. The third grade curriculum responds with content and activities that strongly engage the child's interest and provide a sense of order and growing capacities in a time of rapid internal change. The stories of the first and second grade are replaced by an ancient mythology, typically that of the Hebrew people. These stories are not told as a religion but as an intact mythology that includes a creation and ordering of a world out of nothing, the departure from paradise (mirroring the child's departure from early childhood), and the need to learn a range of practical skills that will be required to successfully live on the earth. As early childhood becomes a memory and new capacities awaken, the third grade child masters many practical skills through studies of farming, cooking, clothing and housing of the world, and building. Concepts such as measurement, time, and money are mastered as an essential part of these activities.

By fourth grade, the child is solidly in this middle phase and generally feels more comfortable with her growing independence and separateness. She is introduced to a second great mythology through Norse legends. These bring a very different creation myth and offer entirely different explanations of life and human nature. The intact, rather rosy world of early childhood is now a distant memory and the fourth grade child is ready to enter into a world that is no longer whole. Fractions, verb tenses, and parts of speech are introduced, reflecting this new awareness. Local and state geography and history build confidence and help anchor a solid sense of location. The nature stories and activities of the lower grades now transition into first lessons in formal science through studies of animals, the foundation of zoology. Studies are still brought through imaginative pictures, hands-on activities, and artistic renderings, nourishing the rich inner feeling life of this age. They are related to the human being, giving the child a picture of our unique gifts and responsibilities. The curriculum is brought alive through living concepts and reflects the child's ever-expanding world.

For many children, fifth grade marks the final year of true childhood. The fifth grade child typically shows great energy and enthusiasm for life. Body proportions are harmonious and movement appears coordinated, fluid, and effortless. The child lives deeply in rich inner imaginative pictures. He displays self-confidence and zest for life. The overall mood is more awake than in earlier years and there is a great appetite for learning. Ancient cultures provide the central motif for the fifth grade year. In the early part of the year, these cultures are brought in the form of mythology, relating the great cultures of Ancient India, Persia, Mesopotamia, and Egypt. The children see that there are many religions, many cultures, and many, often competing, ways of explaining life on earth that are in part dependent on the geography and circumstances of a particular culture. They are introduced to a variety of religions, including Hinduism, Zoroastrianism, and Buddhism. The Egyptian culture of the Dead brings many questions about life. Through mythology, they study the early development of agriculture and writing. The great variety of myths builds a living picture of

the relationship between culture and an environment. The mythology curriculum culminates in the stories of Ancient Greece. Towards the end of the year, mythology transitions to recorded history and ancient civilizations. This transition marks a point in human history at which the Greeks moved from an earlier worldview that was holistic and external to a more philosophical, individual, and questioning approach. It mirrors a change in the child's thinking from picture-based thought to the dawning of formal thought. The fifth grade year concludes with a recapitulation of ancient cultures through the biography and travels of one historical figure, Alexander the Great.

The fifth grade child's expanding consciousness is supported by a study of North American geography with its contrasting environments and terrains. This once again reinforces the child's sense of place and shows how our environment impacts our ways of living. The science curriculum expands into a study of botany, which appeals to the child's love of beauty and requires precise observation, qualities that encourage warm interest and a feeling of connection while providing a strong foundation for future scientific thought and inquiry. Fifth grade studies are rounded out with decimal fractions and freehand geometric drawing. The latter combines artistry and imagination and harnesses the child's newly emerging powers of thought.

The sixth grade child is entering the final third of the second seven-year stage of development, and there is a significant change in how he views the world and himself. The grace and fluidity of the fifth grader are supplanted by the influence of gravity as he begins to experience an increasing body mass and hormonal changes. He may feel earth-bound, and has a keen interest in the physical nature of life. The sixth grader also becomes increasingly capable of causal thinking and the curriculum expands to meet and engage this emerging capacity. The history curriculum encompasses the rise and fall of the Roman Empire, the birth of Christianity and Islam, the descent into the Dark Ages, and the dawning expansion of the Middle Ages. The rather matter of fact, material approach to life that was the hallmark of Rome is a perfect mirror of the developing sixth grader who is interested in mastery of the physical and is less willing to engage in the fanciful or emotional aspects of life—at least externally. The child's inner life may become both deeper and less accessible; the light, sanguine quality of the younger child has now receded as new forces begin to appear. This turning inward, the foreshadowing of adolescence, is mirrored historically by the European Dark Ages, when knowledge and civilization seemed to disappear. It is reassuring for teacher and parent alike to recall that knowledge and culture had not vanished but were hidden for protection and deepening, waiting to reappear in a flurry of learning and progress in the High Middle Ages. By the end of sixth grade, we see greater mastery of critical thinking or formal operations; the child's world is expanding again.

In addition to history, a range of subjects supports the child's development at this age. Through all of them, she is encouraged to develop living concepts through direct experience. For example, physics is introduced and through an experiential approach, the laws of optics, acoustics, magnetism, static electricity, heat and cold, are explored. In the Waldorf curriculum, physics is an active process of listening, observing, discovering, and exploring that leads to the formation of concepts. The educational impact of this is very different than beginning with a definition or concept, which may be remembered but is

likely to remain undigested within the child. The experiential path is very much the approach of the artist, one in which the child initially perceives, wonders, questions, and only conceptualizes fully at the end. Perception and experience unite in ideas and give rise to a range of feelings; the resulting concepts are alive for the child and can live and grow as she develops. This provides a basis for true scientific thinking and discovery and has been identified by many as an essential twenty-first century skill.

The study of geography expands further into the world perhaps to the Pacific Rim or Central America, mirroring the child's expanding worldview. The sixth grade child feels solidly on the surface. This is balanced with an upward perspective through the study of naked eye astronomy, the astronomy of the Middle Ages. Once again, the child is encouraged to carefully and accurately observe phenomena. Grammar studies are linked to causal thinking with an exploration of the conditional and subjunctive moods. The practical nature of the sixth grader is met through a study of business math; its emphasis on transactions, profit and loss, and interest establish the foundation for algebra that will soon come. It is linked to the historical period of the grade with its rise of towns, trade, and guilds. Practicality is balanced with artistry; the sixth grade child is challenged to complete a series of precise geometric forms using instruments and beautifying with carefully applied color. By the end of sixth grade, we see a greater mastery of critical thinking and formal operations. The child is ready once again to encounter new challenges.

The seventh grade year is one of remarkable growth for the child and therefore in the curriculum. As the child enters early adolescence, there are increasing signs that the end of the second stage of development is in sight. This transition signals the beginning of a period of intense exploration and new discovery for the young person in thinking, beliefs, feelings, and relationships. The Waldorf curriculum responds by introducing the Age of Discovery, the Reformation, and the Renaissance. Each of these mirrors aspects of the student's experience. Like explorers of old, the seventh grade student must inch away from the familiar shores of family and childhood and set out for lands unknown. Traditional beliefs will be challenged and tested and the young person must learn to stand firmly in her own thoughts. Perspectives will change dramatically, just as they did for the artists of the Renaissance. Seventh grade teachers often marvel at the flowering of learning, understanding, and artistic abilities; this can truly be a joyful time of new birth for the student's artistic and thinking capacities.

This period of history is well depicted through the biographies of leading historical figures; these replace the stories of earlier years, but are related with equal care and with rich details that allow the students to have a living experience of the time. The world is viewed anew captured in the study of perspective drawing, which can be a wonderful anchor for a child at a time in life when inner perspective may be shaky. Bodily changes are marked; this fact is reflected and supported through the study of human physiology, health, and nutrition. The study of physics becomes more complex, extending sixth grade studies and including an examination of mechanics (levers and pulleys), usually linked to the growing adolescent body. The science curriculum expands to include inorganic chemistry: the processes of combustion; the role of acids and bases; and the lime cycle. Scientific study continues to emphasize the careful objective observation of phenomena before reverence

for the natural world is thereby maintained. The study of geography continues to explore an expanding world, and may include Europe and Africa. In line with the historical period, the naked eye astronomy of the sixth grade expands to encompass a heliocentric view, with an examination of the conviction and courage of the pioneering Renaissance astronomers. The further opportunities for the development of perspective and individual voice through an exploration of wish, wonder, and surprise. Thinking is further supported and challenged through the formal introduction of algebra.

Eighth grade signifies the end of the class teacher years. Reflecting the value placed on the continuity of relationships, the student may have had the same core teacher since first grade. This relationship and the curriculum of the lower school will be brought to a culmination over the course of this final year. A new stage of development is beginning, one in which critical thinking will be the primary learning mode and where the generalist teacher of the grades will give way to the specialized instruction required by the high school student. In many ways eighth grade is a bridge, completing the second seven-year stage and establishing a foundation for the third seven-year stage. Our task with the eighth grade student in this process of completion is therefore nothing less than bringing historical studies right into the modern age and ensuring that we have encompassed the entire globe through a study of such world patterns as weather, ocean currents, and trade.

Eighth grade history begins with a study of revolutions, very much echoing the restless, questioning nature of the adolescent. This leads to a study of the founding of the United States with its high ideals of equality and freedom. Students compare the American and French revolutions, examine the worldwide impact of the Industrial Revolution, and study the great historical events of the eighteenth, nineteenth, and twentieth centuries. Biographies continue to provide a wealth of historical insight and to allow the young person to connect in a lively way with events of earlier times. Science in the eighth grade includes a study of hydraulics, aerodynamics, and motors, reflecting developments of the industrial and post-industrial ages. Meteorology offers another chance to look up at the skies and to examine world patterns. Organic chemistry is introduced with a primary focus on the chemistry of food and manufacturing processes. The seventh grade study of physiology is expanded to a study of anatomy providing a framework for understanding the impressive increase in height and muscle seen at this age. We continue to help the student to develop perspective, voice, point of view, and style through a study of American literature and a study of the short story.

The end of the grade school years is generally marked by a series of culminating events that may include individual project reports, a significant drama production, and a class trip. The young person is able to stand before others as a confident individual with independent thoughts and opinions to offer. There are opportunities to review the path that has been traveled over the years. By the end of eighth grade, a stage of growth has come fully to an end. The physical changes of puberty have been accompanied by significant changes in thinking. The young person is now more conscious of herself, of her relationships with others, and of the surrounding world. The process of imitation and education through the will of the first seven years led to learning through imagination and images in the second seven years. Now education must appeal to the increasingly strong capacity to reason,

think, analyze, and evaluate. The generalist approach of the grades teacher gives way to the specialized subject knowledge required in the high school. The young person embarks on a search for truth, a journey to find a valued individual pathway for herself and to discover ways to contribute meaningfully to the world she lives in.

Throughout the journey through kindergarten and the grades, a range of subjects that includes international languages, music, handcrafts, woodwork, physical education, and gardening, supplement and enrich the core curriculum. They are also brought in a developmental manner and are connected to the key tasks and interests of each age and grade level. Skills in language arts and mathematics are practiced and reinforced with increasing complexity and abilities grow. Art holds a central role in learning, enlivening lessons, teaching aesthetic skills and discrimination, and appealing to the feeling element of learning that is so essential for a child. Subjects are interconnected, forming a continuous experience for the child. Relationships between child and teacher are placed in a central position, gradually developing from that of gentle guidance and protection of the young child--to loving adult authority in the lower grades--to mutual respect based on the teacher's knowledge and character in the upper grades.

Every aspect of the curriculum is founded in this vision of human development. Over the years, in journey that commences in the land of the fairy tale that is without time or place and concluding in beginning with the home-based activities in the kindergarten, the rhythms of the seasons, the work of their own hands, and eventually a vision encompassing the entire earth and the heavens. The simple activities and experiences of the very young child grow into conceptual reasoning, scientific thinking, sound judgment, practical action and creative expression. In practice, the Waldorf Curriculum is revealed to be a thoughtful, powerful, holistic approach to the education of our children pares them to live life well.

Short Introductions to the Common Core State Standards in English Language Arts/Literacy and Mathematics

-excerpted from California's adopted versions of the standards.(For links to the full versions of the documents, see the Resources list below at the end of Part I.)

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

The CCSS for ELA/Literacy are organized around a number of key design considerations. The College and Career Readiness Anchor Standards provide the backbone of the standards and define the general, cross-disciplinary literacy expectations for students in preparation for college and the workforce. The standards are divided into strands: Reading, Writing, Speaking and Listening, and Language. Connected to these design considerations is the interdisciplinary expectation that the development of every student's literacy skills is a

shared responsibility--English language arts teachers collaborating with teachers in other content areas for an integrated model of literacy across the curriculum.

The standards identify what it means to be a literate person in the 21st century. Students learn to closely and attentively read and analyze critical works of literature and an array of nonfiction text in an exploding print and digital world. They use research and technology to sift through the staggering amount of information available and engage in collaborative conversations, sharing and reforming viewpoints through a variety of written and speaking applications.

The CCSS for ELA/Literacy help build creativity and innovation, critical thinking and problem solving, collaboration, and communication. The standards develop the foundation for creative and purposeful expression in language – fulfilling California’s vision that all students graduating from our public school system be lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy.

From the Introduction

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects broad-based effort to fulfill the charge issued by the states to create the next generation of

K 12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K 12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

June 2, 2010

Key Design Considerations

CCR (anchor) and grade-specific standards

The CCR (Common Core Readiness) standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. (These CCR standards are often referred to as the ELA Anchor Standards.) The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line--the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K 8; grade bands for 9 10 and 11 12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9 12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K 5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6 12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time- recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K 12 schools and comparatively little scaffolding.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing s 3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

What is Not Covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not indeed, cannot enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.
2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.
3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.
4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities,

needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post high school lives.

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities reading should allow for the use of Braille, screen-reader technology, or other assistive devices, while writing should include the use of a scribe, computer, or speech- to-text technology. In a similar vein, speaking and listening should be interpreted broadly to include sign language.

6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, school-wide literacy program.

Students Who are College and Career Ready in Reading, Writing, Speaking, and Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline. Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded but discerning readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Note on the Structure and Organization of the Common Core Standards in ELA/Literacy

Each section of the standards is divided into strands. K 5 and 6 12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6 12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K 8 and for grades 9 10 and 11 12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations. (The CCR anchor standards for ELA/Literacy can be found below at the end of Part II of this document.)

A number of California-specific additions to the standards (identified in bolded text followed by grade-specific standards. These additions are included in the Tables in Part II, below.

Who is responsible for teaching the Standards

A single K 5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6 12 are covered in two content area specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by- complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Note on Resources: See the Resources List at the end of Part I of this Alliance document for links to the Common Core Standards and related documents.

Note on the ELA/Literacy Anchor Standards: The Alliance document that follows focuses on the ELA/Literacy standards and the standards in Mathematics for grades K-8. The College and Career readiness (CCR) Anchor standards for ELA/Literacy are included below (in Part II) as a resource document, following the grade-specific Common Core Standards tables for K-8 in both content areas. The Common Core Standards for Mathematics are not organized around CCR Anchor standards.

The Common Core Standards in Mathematics

From the Introduction to The Common Core State Standards for Mathematics, (adopted by the California State Board of Education, as updated in January 2013.

The Common Core State Standards for Mathematics (CCSSM) are designed to be robust, linked within and across grades, and relevant to the real world, reflecting the knowledge and skills that prepared for the future, our students will be positioned to compete successfully in the global economy.

The development of these standards began as a voluntary, state-led effort coordinated by the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA) committed to developing a set of standards that would help prepare students for success in career and college. The CCSSM are based on evidence of the skills and knowledge needed for college and career readiness and an expectation that students be able to both know and do mathematics by solving a range of problems and engaging in key mathematical practices.

The development of these standards was informed by international benchmarking and began with research-based learning progressions detailing knowledge, skills, and understanding develop over time.

The first principle, focus, implies that instruction should focus deeply on only those concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom. Coherence arises from mathematical connections. Some of the connections in the standards knit topics together at a single grade level. Most connections are vertical, as the standards support a progression of increasing knowledge, skill, and sophistication across the grades. Finally, rigor requires that conceptual understanding, procedural skill and fluency, and application be approached with equal intensity.

Two Types of Standards

The CCSSM include two types of standards: Eight Mathematical Practice Standards (the same at each grade level) and Mathematical Content Standards (different at each grade level). Together these standards address both “habits of mind” that students should develop to foster mathematical understanding and expertise and skills and knowledge--what students need to know and be able to do. The mathematical content standards were built on progressions of topics across a number of grade levels, informed both by research on children's cognitive development and by the logical structure of mathematics.

The CCSSM call for mathematical practices and mathematical content to be connected as students engage in mathematical tasks. These connections are essential to support the students who lack understanding of a topic may rely on procedures too heavily. The MP standards must be taught as carefully and practiced as intentionally as the Mathematical Content Standards. Ideally, several MP standards will be evident in each lesson as they interact and overlap with each other and the mathematical content in the lesson. Neither should be isolated from the other; effective mathematics instruction occurs when these two halves of the CCSSM come together in a powerful whole.

The Structure of the Mathematical Content Standards Kindergarten Grade 8

In kindergarten through grade eight the CCSSM are organized by

- 1) grade level and then by
- 2) domains of topics across the grades),
- 3) clusters (groups of related standards inside domains) and finally by the
- 4) standards (what students should understand and be able to do).

Each specific content standard is nested hierarchically in this format. For example:

Grade Level: 1) Grade Three

Domain: 2) Number and Operations Fractions

Cluster: 3) Develop understanding of fractions as numbers.

Standard: 4) Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

The Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition

(habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason

inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and if there is a flaw in an argument explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. Students build proofs by induction and proofs by contradiction. C A 3.1 (for higher mathematics only).

4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external

mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Note: The Tables which follow in Part 2 of this document are composed of all of the CCSSM Content Standards at the grade levels identified in the CCSSM. The Mathematical Practices are not specified separately in the Tables since the practices are to be integrated with all of the content standards at every grade level as appropriate.

The Common Core Standards and Waldorf Education: Essential Differences

In making any comparison between the Common Core Standards and Waldorf education it is important to note several fundamental differences in values and goals between these two approaches to education.

The Common Core Standards have specific, well-defined goals, namely: to provide an assurance of “what is expected of students at each grade level,” to “establish individualized benchmarks for them...starting in the early grades.” This strategy is intended to ensure that all public high school graduates have reached levels of academic achievement that reflect “the knowledge and skills that our young people need for success in college and careers...[to be]best positioned to compete successfully in the global economy.” The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.” (from the Common Core Mission Statement)

The purpose of the Common Core Standards is thus clearly and narrowly defined, focusing on educational success for all students through the attainment of a discrete (and partial) set of knowledge and skills (the “Core”) that are intended to support personal and national educational and economic success. With this goal in mind, the Common Core Standards identified key skills, competencies, and knowledge sought for all students at twelfth grade graduation, the point of transition to college or career. Once these end goals were defined, strands of these skills and competencies were back-mapped down through the grades to their beginnings in kindergarten. (In English Language Arts, each standard can be traced backwards throughout the grades, while in Mathematics, new strands of content are added periodically as the student moves through the grades to ensure the breadth of student mastery by high school graduation.)

Educating the Whole Human Being

Waldorf education diverges radically from the Common Core view of education in at least four significant areas. First, although Waldorf education includes the mastery of Common Core academic skills and knowledge needed for career or college success, this set of cognitive, academic attainments is part of a much more comprehensive educational goal that explicitly includes and fosters the emotional, physical, social, ecological, and ethical development of each student. Quite simply, the core of Waldorf education is support of the development of the “whole child.” In addition to academic instruction, adequate time is allocated for a range of activities that allow the growing child to explore multiple aspects of the human condition and that foster character development, healthy physical growth, social consciousness, relationships, imagination and creativity, environmental awareness, and the capacity to make informed decisions and to act upon them responsibly. In Waldorf education, these are considered to be essential aptitudes for twenty-first century learners for success in college, careers--and life.

Changes in Student Development, Changes in Curriculum and Instruction

This breadth of purpose leads to a second significant difference that determines when and how a subject is introduced and taught. Unlike the Common Core’s top-down approach (identify the desired final outcome and map backwards to its earliest stages in kindergarten), Waldorf education is founded on a model of the healthy physical, emotional, and psychological development of the child. The kindergarten child is perceived to have a substantively different consciousness, worldview, and learning style than the twelfth grader; our five year-old students are not viewed as miniature (or deficient) eighteen year-

olds. Learning is therefore developed in stages that reflect and are designed to support the child's developing interests and capacities. For example, young children are given ample time to encounter and explore the world through play and direct experience. These are considered key, even "core," components of the curriculum and to be essential to the healthy development of the whole child. Abstract intellectual activities such as "analyze," "explain" "compare" or "interpret" are reserved for a later age when these cognitive capacities have more fully developed and students are "ready" to employ them. Subjects gradually become both more distinctly defined and broader in scope as children's capacities develop and their world expands. This can be described as a "bottom up" approach in which subjects are introduced at a developmentally appropriate time in a developmentally appropriate manner and brought back in ever more complex form as the child grows. Foundations are continuously laid for successive stages of learning and understanding through a curriculum designed to alter in both content and pedagogy as it addresses the richness and breadth of student development.

Timing, the Common Core, and the Waldorf Curriculum

A third difference is suggested above: the important role of time in education. The time factor shows itself in three major ways:

- when a subject or learning activity is introduced;
- in the appropriate allocation of time within the curriculum for a full range of subjects and appropriate opportunities for a variety of student learning activities; and
- an acknowledgement that learning takes place in different ways in distinct stages over time and that curriculum and instruction should reflect this reality.

In many instances, concepts or subjects are introduced later in Waldorf education than in Common Core Standards. This follows the core developmental pedagogical principle of "the right material at the right time in the right way". Although evidence clearly illustrates that young children can engage in abstract conceptual activities, Waldorf educators argue that this is not an effective or appropriate use of the young child's time or energy, and that early introduction of abstract academics is actually working against the child's natural inclinations, abilities and needs. As such, the early introduction of formal academics creates stress and anxiety for children and is likely to lead to an early experience of excessive and unnecessary challenge or failure. Waldorf educators assert that precious instructional time is better spent on activities that are natural to the child's stage of development and believes that, if a subject is introduced at a developmentally appropriate time and in the right way, mastery is more likely to be efficient, economical in the use of time, and empowering and enjoyable for the student. By considering the appropriate time for the introduction of specific concepts, and content, and academic learning activities, time is freed up for a broad range of additional subjects and activities essential to the developing human being, including: academics, the arts, practical activities, physical development through movement, social and emotional education, and the exploration of and interaction with the world of nature.

Fostering Healthy Student Learning: Standards, Assessment, and Accountability

A fourth key difference relates to questions of educational purposes, practices, results, and accountability. There are radical differences between the Common Core and Waldorf education in their approaches to and understanding of standards, benchmarks, and assessment. The Common Core Standards establish benchmarks for every stage of development; assessment measures are designed to ensure each child and teacher is on track, standard by standard, year by year assuming that each child should be reaching the same academic goals at the same time. This is fundamentally a deficit model of education in which a child's academic progress is measured and evaluated for what is mastered and not mastered, leaving little room for individual variability. (In this sense, the accountability focus of the standards and assessments distorts the educational process, by imposing external goals and judgments on schools, teachers, and students, attempting to motivate the educational enterprise through fear of failure, ever-increasing anxiety, ranking, labeling, and punitive consequences (for students, teachers, and schools). Although Waldorf education agrees with the principle of accountability for student growth, including the academic, its approach is radically different, focusing on monitoring and documenting individual progress through a range of assessments used formatively to assist students in their learning. These assessment processes encompass both the full range of subjects and a comprehensive view of the developing child, the constant frame of reference for all aspects of Waldorf education. Although there are guidelines for achievement at each stage, the teacher is charged and entrusted with the essential task of observing the progress of each child and adjusting student learning experiences accordingly to best support healthy student growth and success. There is an absence of rigid standards and absolute time-based student outcomes: rather than a closed-system of required assessment results, the concept of readiness becomes central. Rather than summary judgments at identified times on standardized content, or ranking at performance levels, the teacher checks to see whether the child (and the class) is ready to proceed (or what assistance will help students to become ready)--and how to motivate and provide opportunities for new student growth. This gives the education a forward motion rather than one of looking back to see what has been done on time and up to standard--or not done.

These four areas demonstrate the degree of difference between the path of education defined by the Common Core Standards and the pathway embodied in Waldorf education. These must be kept in mind as the two are compared and the appropriate interactions of the two are explored.

A Proposal for a Waldorf-Inspired Public School Curriculum In Media and Technology in Grades Six, Seven, and Eight

As part of its developmental approach to education, Waldorf education emphasizes the need for a solid foundation of direct and hands-on experience for younger children. The introduction of technology is postponed to allow for an extended period of kinesthetic, concrete, and somatic learning and direct experience. Screens, electronic media, and digital tools are not generally introduced until the sixth grade.

To align the Waldorf program with this principle, all components of the Common Core Standards that include digital or technological elements have been delayed until sixth grade. (Much of the content of the related standards will have been introduced, with the use of traditional, non- electronic media, at the appropriate earlier age.) This placement of media and technology is reflected in the Alliance Recommendations and was made following discussions with teachers and administrators from several Waldorf-inspired charter schools. These discussions clarified that technology was in common use by seventh and eighth grades; however, there does not yet appear to be a curriculum for its introduction and development. Many schools expect the use of technology in reports and presentations, but assume the required learning is occurring outside of school. This presents issues of equity and access and does not ensure that all of the students in Grade Eight are adequately prepared for the media and technology use required of them as they enter high school.

A curriculum for technology education in Waldorf-inspired charter and public schools at grades 6, 7, and 8 is urgently needed. The Alliance suggests that a process be established for the cooperative development, among Alliance schools, of such a curriculum. Much of the learning would, of course, take place in the context of student learning activities and assignments throughout the curriculum, but some focused, direct instruction will probably be needed as well. Such a media and technology curriculum could include components, such as the following, drawn from throughout the Common Core Standards:

Sixth Grade

- Introduction to keyboarding
- Basic online search and research methods
- Use of computers for basic research and word processing

Seventh Grade

Continued use of skills and capacities

- Develop skills in online search and research methods
- Use of mathematical tools (software, calculators) for analysis and presentation of results
- Introduction to publishing and presentation software, including the use of multimedia elements
- Use of computers for research, word processing, and publishing (includes documents, research papers, individual and group projects, presentations, power point, simple tables, charts and graphs)
- Learn computer etiquette, and how to protect safety and ensure privacy

Eighth Grade

Continued development and use of the capacities introduced in Grade 7, and

- Use advanced internet search and research tools effectively and with discrimination
- Validate and evaluate the quality of online sources
- Avoid plagiarism, citing online sources appropriately and linking to them, when possible

- Use mathematical and scientific modeling with media tools and software to solve problems and display results
- Prepare and deliver multimedia presentations, using communication technology
- Compare written and filmed versions of a variety of materials, including analysis of the impact of technique and medium
- Participate in interactive and collaborative online discussions and writing projects with peers
- Critique and evaluate media--its social impact, its value, its dangers, and the media and technology revolutions of the last 100 years
- Explore the variety of forms and uses of electronic media and the creative uses of media (i.e., digital photography, audio recording, video)

Resources

The resources available for both understanding and implementing the Common Core Standards are expanding at an extraordinary pace. The Resources listed below are the online links or addresses for the “core” source documents for the Common Core State Standards. Each state that has adopted them will have its own version and posting of the standards as well. All states will have adopted all of the Common Core standards in full, but they also have the option to add a small number of additional standards as well as California has done.

Key Common Core Documents

Of essential importance are the ELA/Literacy Standards and the ELA Appendices, A, B, and C., at <http://www.corestandards.org/ELA-Literacy>

and the standards in mathematics, K-12, at <http://www.corestandards.org/Math>

In addition, both sets of the Common Core standards are available, as adopted by the State of California, at <http://www.cde.ca.gov/re/cc/>

Selected Waldorf Resources

Waldorf education, throughout its ninety-five year history, has also been written about extensively and in detail, particularly in recent years. The following short list of valuable sources may serve as initial guides into the world of Waldorf education. Much, much more is available in print and online.

Rudolf Steiner’s work with the original group of teachers continues to inform and guide Waldorf education to this day. It was recorded in three basic books. The Study of Man provides a view of the human being.

Curriculum and methodology were addressed in Practical Advice to Teachers.

Teachers' seminars with Steiner were recorded in Discussions with Teachers.

The Educational Tasks and Content of the Steiner Waldorf Curriculum edited by Martyn Rawson and Tobias Richter: Steiner Waldorf Schools Fellowship, 2000.

Towards Creative Teaching, 3rd Ed. edited by Martyn Rawson and Kevin Avison: Floris Books, 2013.

A Handbook for Waldorf Class Teachers. compiled by Kevin Avison: Steiner Waldorf Schools Fellowship, 2004.

Understanding Waldorf Education: Teaching from the Inside Out. Jack Petrash: Gryphon House, Inc., 2002.

Part I Summary Comments

This document has been developed by the Alliance for Public Waldorf Education for school and teacher use and to facilitate discussion and understanding with educational stakeholders at the school and school district and throughout public education. We hope that it will serve those purposes well and that it provides the tools and information needed to meet the needs of Alliance schools.

This document will be successful if it is seen as an initial attempt to indicate the placement of the Common Core Standards in a Waldorf Public School Program and to place that effort in a larger educational context. We anticipate and look forward to discussions of the contents of this document within schools and throughout the Alliance, and it is assumed that new insights will lead to revision of the document and its Recommendations.

We want to emphasize that the Alliance Recommendations are just that: recommendations. They are advisory to schools and teachers, and we hope that they will be received as a practical gift to Waldorf schools and teachers and put to use in that spirit.

Appendix G

Winterberry Charter School participates in the Anchorage School District [lottery](#) system and follows all policies and practices thereof.

Appendix H

Winterberry offers a weekly tour and information session for all district families interested in learning about the school. Winterberry utilizes the Anchorage School District's lottery system.

Enrollment and waitlist number for current and previous years.

Year	Enrolled	Waitlist
2017-2018	241	72
2016-2017	257	236
2015-2016	270	351
2014-2015	266	502
2013-2014	233	389
2012-2013	228	222

Appendix I

Winterberry Fiscal Data FY12-FY17

Fiscal Year	Allocated Funds [1]	YTD Expenditures	Encumbrances	Remainder
2012	2,197,117.00	2,178,476.87	7,577.17	11,062.96
2013	2,017,618.00	2,027,405.62	47,023.12	(2,810.74)
2014	2,124,206.00	2,077,344.99	49,123.21	(2,252.20)
2015	3,117,488.00	2,600,584.27	516,885.16	18.57
2016	3,430,002.00	2,611,218.87	818,753.13	30.00
2017	3,547,065.00	2,461,957.72	1,074,093.00	14.28

[1] Allocated funds includes carryover from prior years

Anchorage School District Appendix I

Projected Annual Funding (assuming no changes in adjusted ADM)

District-Wide and Charter School Funding based on State Foundation Funding Formula

FY 2017-2018 Revenue Projection for Budgeting Purposes

GENERAL FUND

UPDATED - 11/8/16

1595

Summary of General Fund Sources		Line	Total District	Winterberry
Total Local Contribution		1	209,164,954	1,163,814
Local Interest Earnings (FY 2016-2017 projected)		2	1,000,000	5,564
Total State Foundation Funding (line #20)		3	325,692,580	1,811,667
Incremental 3-Yr State Funding Outside BSA		4	-	-
Total Federal Impact Aid (FY 2016-2017 projected)		5	16,016,033	89,115
Total General Fund Sources		6	551,873,567	3,070,161
Program Funding Direct Allocation to Schools		7	134,478,230	(393,091)
Net Funding (used to calculate I/C)		8	417,395,337	2,677,070
Indirect Cost (4% of funding less ops and maint)		9		(86,715)
Credits for Program Staffing Costs Supported By School Budgets		10	-	190,000
Repayment of prior ASD funding		11		
Cost of Direct Operations & Maintenance of District Facilities [previously included within district rental fee]		12	-	-
Total Adjustments to Net Funding		13	-	103,285
Balance Remaining for School Budgets		14	417,395,337	2,780,355
Current Budgets				-
Adjustment Needed				2,780,355
\$/Actual ADM		15	8,798	10,572

Foundation Formula Calculations [DEED]		Total District	Winterberry
Base Student Allocation (BSA)	1	5,930	5,930
Average Daily Membership (ADM)	2	46,383.99	263.00
Correspondence ADM	3	1,056.00	-
Total ADM (including Correspondence)	4	47,439.99	263.00
Total ADM (not including Correspondence)	4n	46,383.99 1.103028	263.00 1.288
School Size Adjustment	5	51,256.45	338.71
Special Needs Factor (line #5 X 1.2)	6	61,507.74	406.45
CTE Factor (line #6 X 1.015; Secondary)	7	62,430.36	412.55
SPED Intensive	8	828.00	-
Intensive Adjustment (line #8 X 13)	9	10,764.00	-
Total Student + SPED (line #7 + Line #9)	10	73,194.36	412.55
Correspondence ADM - 90% (line #3 X 0.9)	11	950.40	-
District adjusted ADM (line #10 + Line #11)	12	74,144.76	412.55
Basic need (line #13 X line #1)	13	439,678,427	2,446,414
Required local effort 2.65 mils (line # 21 X .00265)	14	107,766,063	599,621
Eligible Federal Impact Aid	15	16,250,000	90,417
Required Local Effort	16a	107,766,063	599,621
Total Local Revenue [1]	16b	212,828,954	1,169,379
Impact Aid % (line #16a/line #16b)	16c	50.64%	51.28%
90% Deductible FIA (line #15 X line #16 X .90)	17	7,406,100	41,727
Total State Aid (line #13 - lines #14 and #15)	18	324,506,264	1,805,067
Quality Schools - \$16/adj. adm (line #12 X \$16)	19	1,186,316	6,601
State funding formula (line #18 + line #19)	20	325,692,580	1,811,667
Reduced SOA funding appropriation	20a	-	-
Net State aid	20b	325,692,580	1,811,667
2015 full property value (assumes 1% growth)	21	40,666,438,940	40,666,438,940
Additional Allowable Local Contributions	22	101,398,891	564,193
23% of Basic Need	22a	101,126,038	562,675
23% of State Increments Outside of BSA	22b	-	-
23% of Quality Schools	22c	272,853	1,518
Maximum Local Contribution (line #14 + line #22)	23	209,164,954	1,163,814

[1] Total local revenue includes program specific revenues of approximately \$2.66M in the district totals only

For the Last Ten Years

CHARTER SCHOOL FUND BALANCE

Fiscal Year	Alaska Native Cultural Charter School	Aquarian Charter School	Eagle Academy Charter School	Family Partnership Charter School	Frontier Charter School
2007-2008	\$ --	\$ 195,779	\$ 210,032	\$ 1,058,541	\$ 507,252
2008-2009	1,475	190,340	176,307	1,061,944	495,508
2009-2010	8,509	135,549	135,865	829,651	525,700
2010-2011	118,304	139,478	125,356	445,095	636,166
2011-2012	214,694	207,036	218,037	207,422	798,198
2012-2013	243,659	217,374	212,096	115,182	855,361
2013-2014	189,432	144,015	274,091	175,926	890,631
2014-2015	803,944	775,373	758,422	977,677	1,090,945
2015-2016	1,074,362	1,028,503	976,282	1,301,984	842,012
2016-2017	1,269,833	1,313,058	1,073,027	1,913,521	833,252

Fiscal Year	Highland Tech Charter School	PAIDEIA Cooperative Charter School	Rilke Schule Charter School	STrEaM Academy	Winterberry Charter School
2007-2008	\$ 206,258	\$ --	\$ 190,819	\$ --	\$ 91,359
2008-2009	112,539	--	29,388	--	18,770
2009-2010	167,071	--	54,612	--	15,980
2010-2011	168,290	--	4,965	--	11,911
2011-2012	166,763	--	46,831	--	7,577
2012-2013	24,568	--	582	--	47,023
2013-2014	49,482	--	31,481	--	49,123
2014-2015	378,080	--	393,522	--	516,885
2015-2016	209,067	110,831	669,760	--	818,753
2016-2017	251,670	162,759	692,987	53,976	1,085,093

Fiscal Year	Grand Total
2007-2008	\$ 2,460,040
2008-2009	2,086,271
2009-2010	1,872,937
2010-2011	1,649,565
2011-2012	1,866,558
2012-2013	1,715,845
2013-2014	1,804,181
2014-2015	5,694,848
2015-2016	7,031,554
2016-2017	8,649,176

Appendix I

Services Covered by Indirect Cost Rate

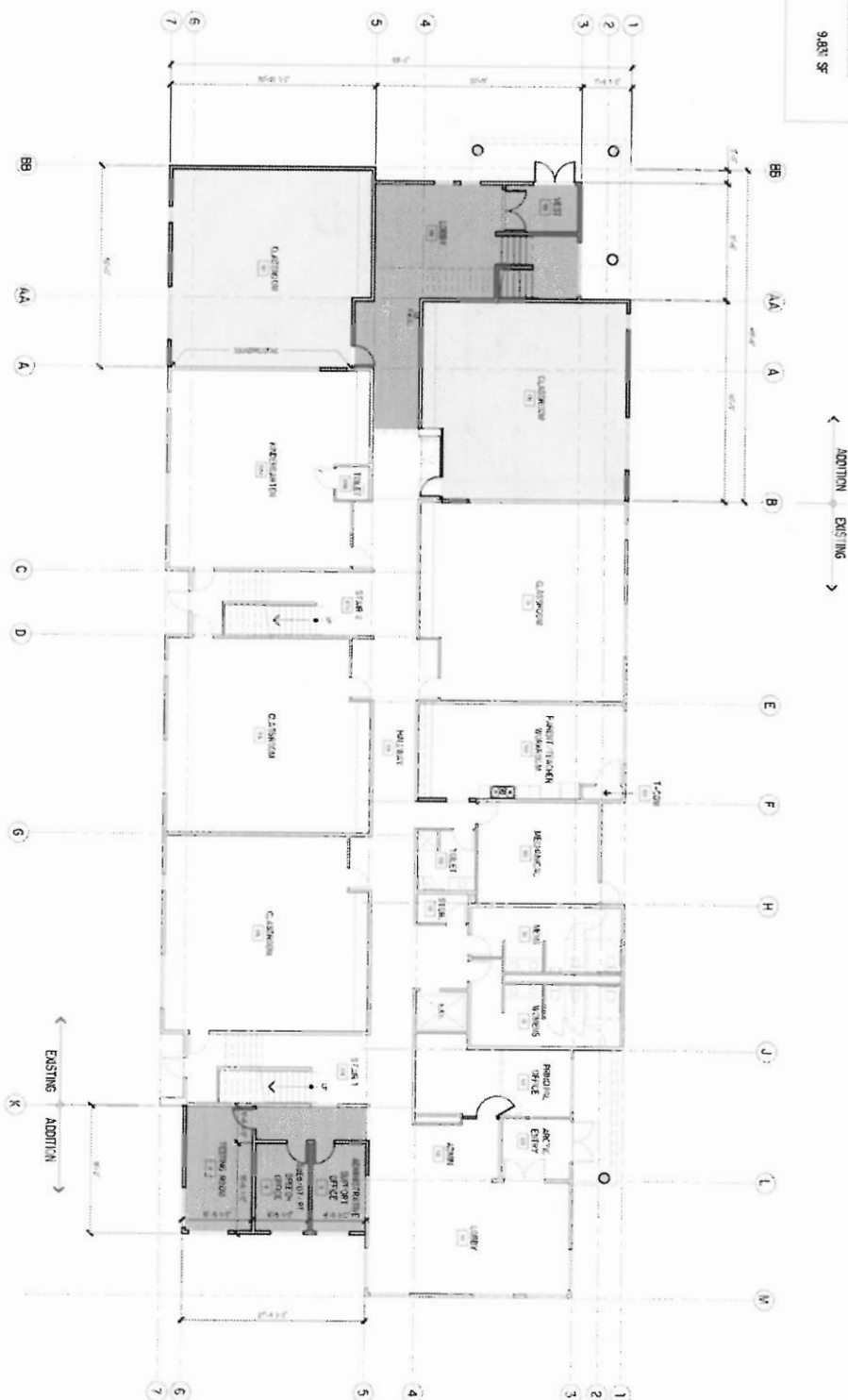
ORGC/Desc
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1002 - SUPERINTENDENT
1004 - CHIEF FINANCIAL OFFICER
1006 - CHIEF ACADEMIC OFFICER
1007 - CHIEF OPERATING OFFICER
1010 - OFFICE OF MANAGEMENT & BUDGET
1011 - ACCOUNTING
1012 - PURCHASING
1013 - RISK MANAGEMENT
1015 - PAYROLL
1016 - HUMAN RESOURCES/EEO/LABOR RELATIONS
1019 - PROJECT MANAGEMENT
1037 - PROFESSIONAL LEARNING
1038 - ASSESSMENT & EVALUATION
1039 - TECHNOLOGY/MIS
1050 - COMMUNICATIONS & COMMUNITY OUT
1065 - WAREHOUSE

Appendix J

Pupil transportation to and from school is the responsibility of the families who choose to send their children to Winterberry. WCS abides by all applicable ASD policies regarding transport of students during school hours, such as for field trips.

Many families do not participate in charter school education in the ASD due to lack of bus transportation. WCS supports initiatives to expand the district's busing system to include charter schools.

FIRST FLOOR SQ. FT.			
ADDITION	CLASSROOM ADDITION	2,007 SF	
	OFFICE ADDITION	550 SF	
	TOTAL ADDITION	3,007 SF	
	EXISTING	6,804 SF	
	TOTAL	9,811 SF	



first floor plan

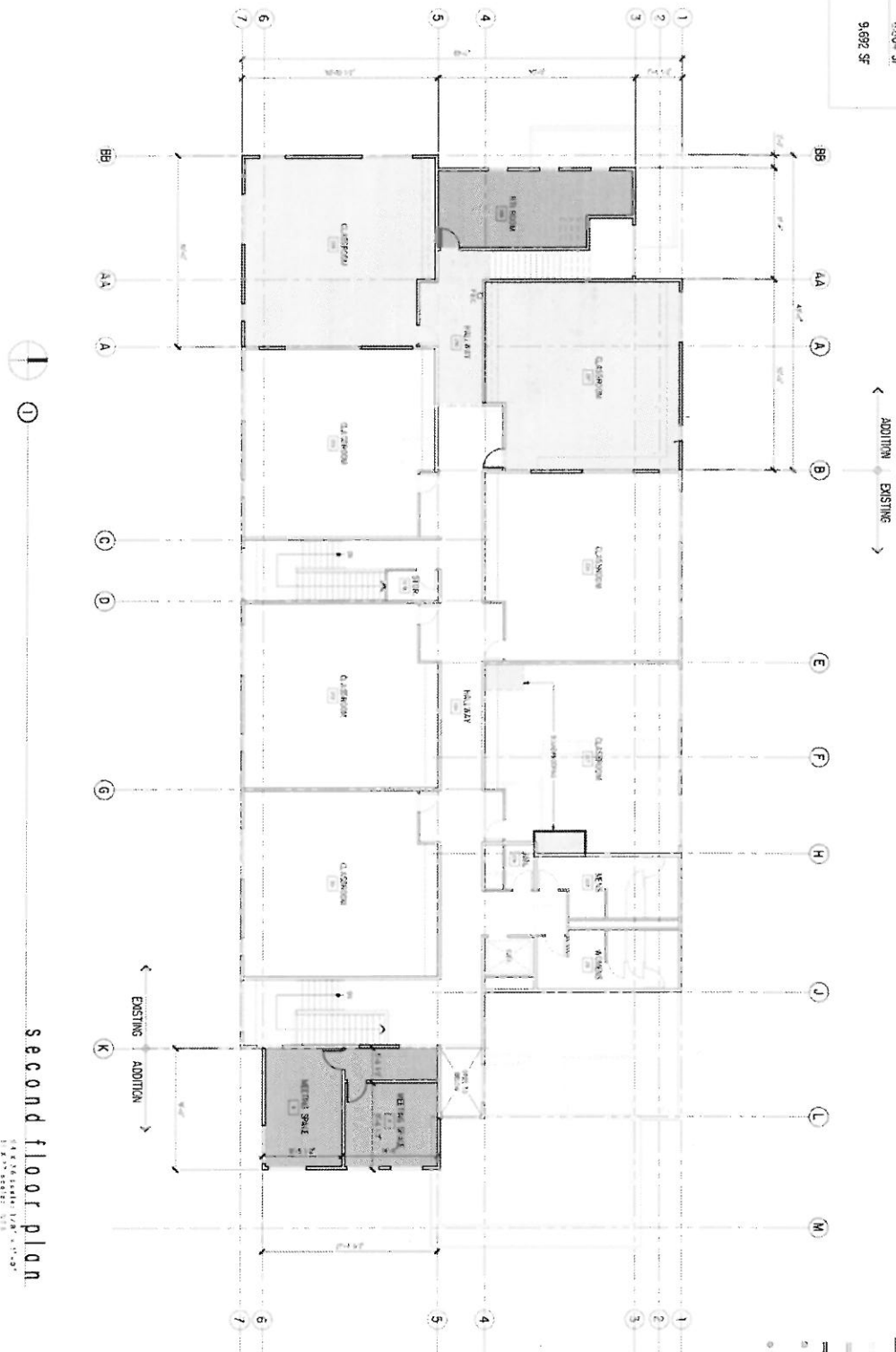
Appendix K

WINTERBERRY CHARTER SCHOOL
301 BRYN MAWR COURT
ANCHORAGE, ALASKA 99503
JOB NO. 201449

GI NORTH ARCHITECTS
3400 STEWARD ROAD SUITE 12
ANCHORAGE, ALASKA 99503

A1

SECOND FLOOR SQ. FT.	
ADDITION	2,364 SF
CLASS	524 SF
OFFICE	2,988 SF
TOTAL ADDITION	6,904 SF
EXISTING	9,692 SF
TOTAL	



second floor plan

DATE: 10/1/11
BY: [signature]

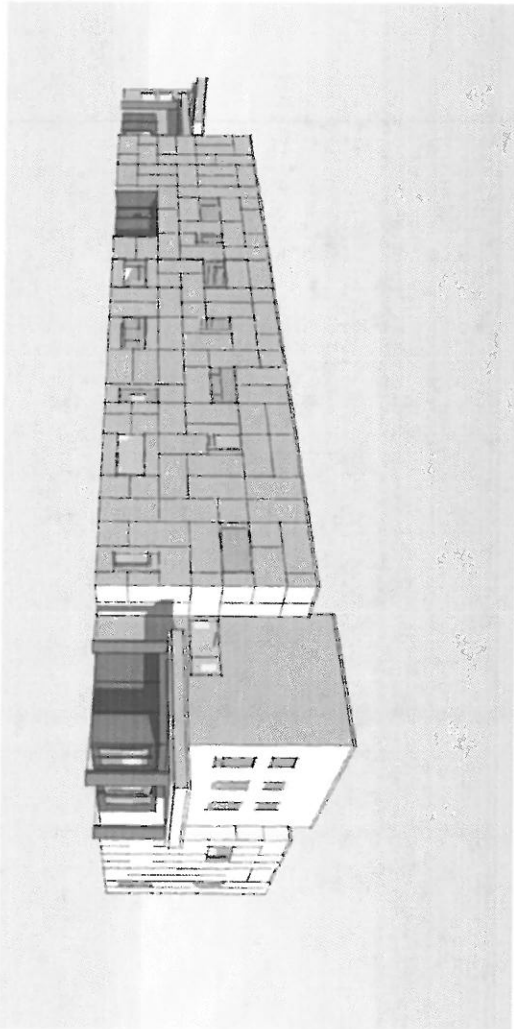
51 NORTHBROOKS
3400 SPRING ROAD, SUITE 12
ANCHORAGE, ALASKA 99503

WINTERBERRY CHARTER SCHOOL
301 BRYN MAWR COURT
ANCHORAGE, ALASKA
JOB NO. 2014-18

A2

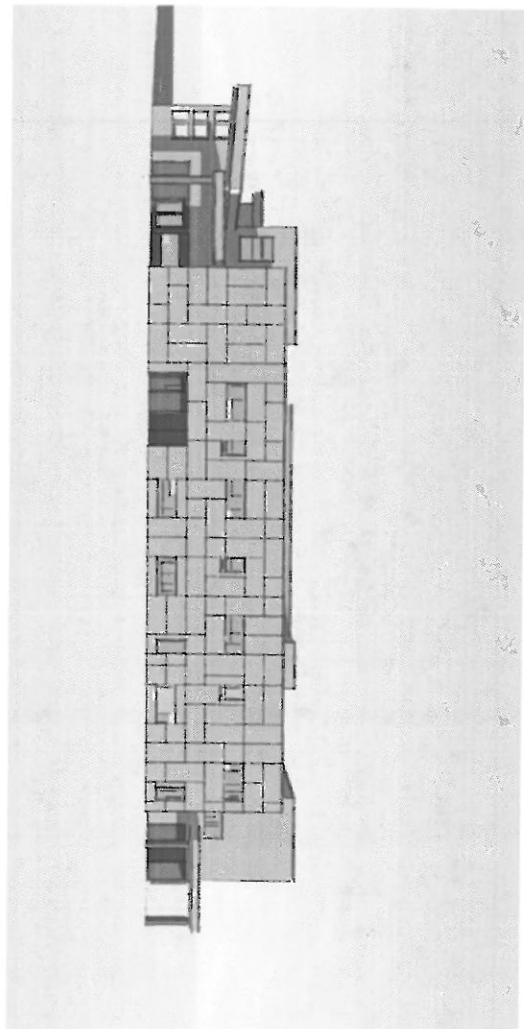
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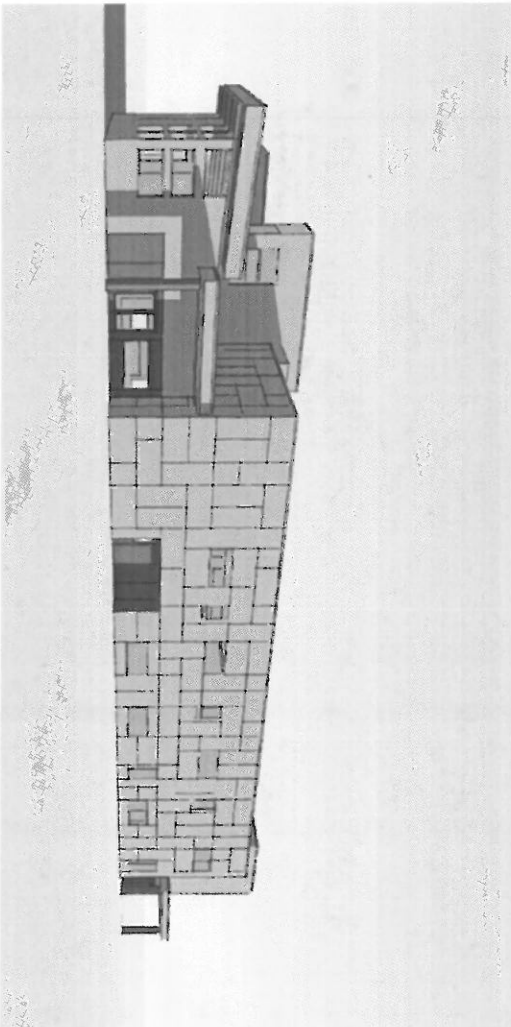


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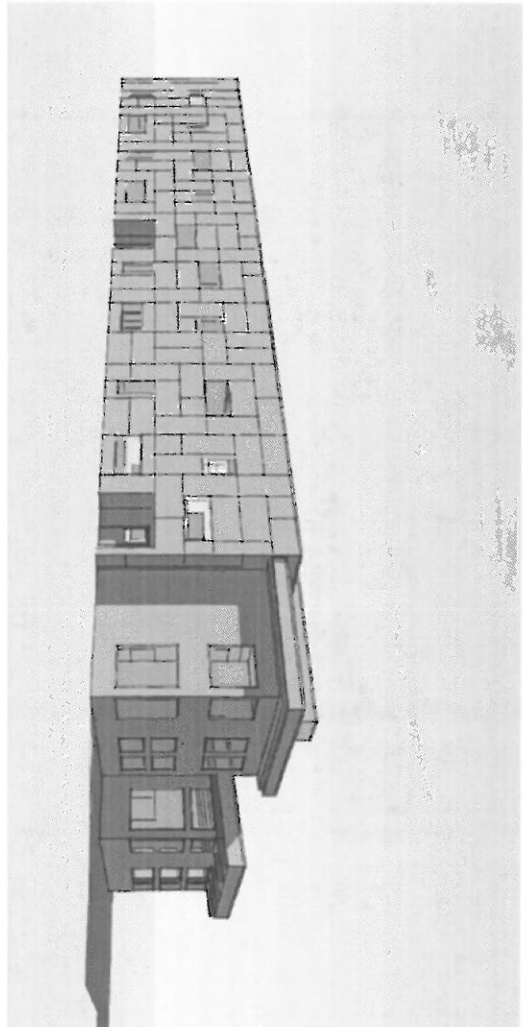


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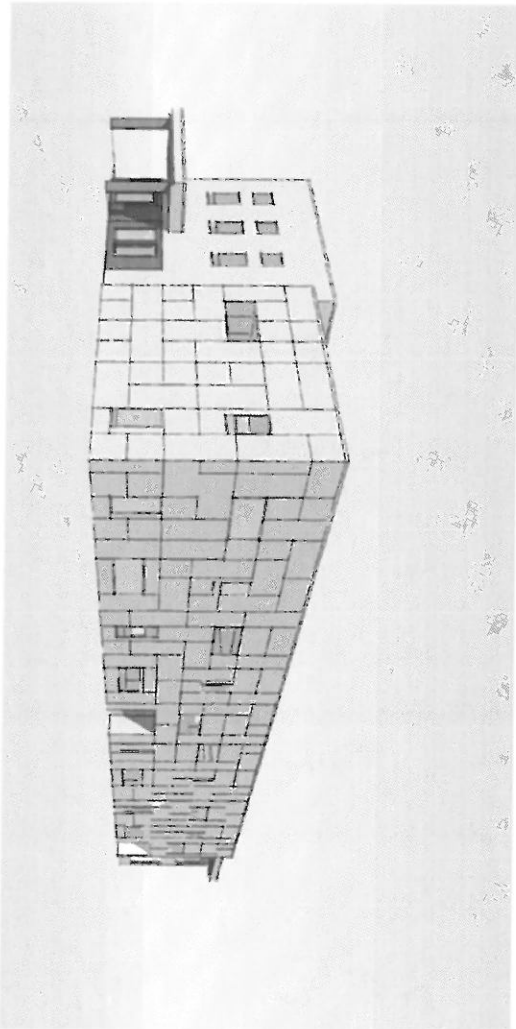
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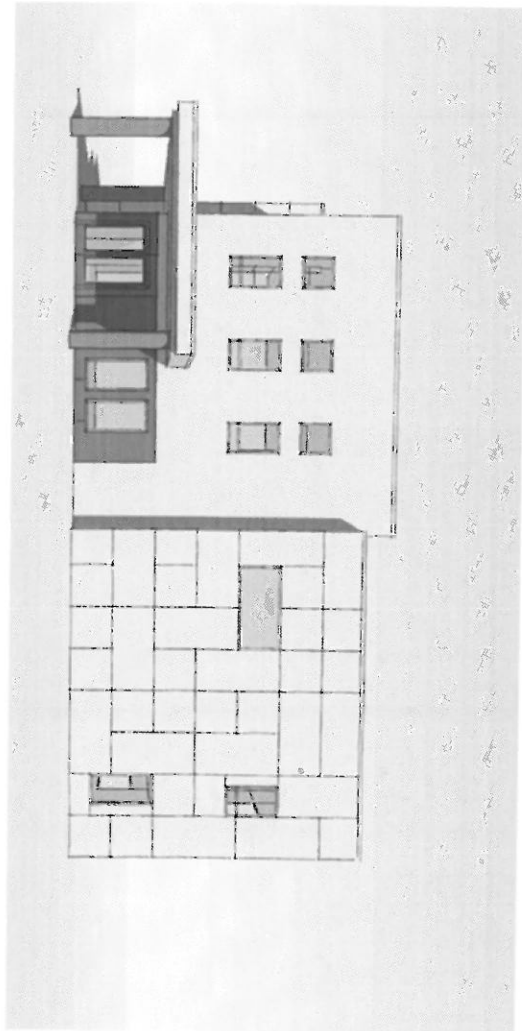
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p e r s p e c t i v e



②

p e r s p e c t i v e



Appendix L

Student nutrition needs

It is currently the responsibility of Winterberry Charter School parents and guardians to provide daily lunches. If the school's facility is expanded to include a kitchen it is possible that WCS will provide meals to students.

Letter of Agreement
Between
Winterberry Charter School
and
Anchorage Education Association (A.E.A.)

According to ASD School Board Policy 333.5(g)(4) "requests for waivers from sections of applicable collective bargaining agreements. a) All provisions of the existing negotiated agreements apply to employees in the charter school unless the District and the bargaining unit agree to a waiver. b) Requests for waivers must be initiated by the charter school applicants, which may include informal discussions with the unions. The formal waiver request should be submitted in writing with the application to the Superintendent and the appropriate union; these will be reviewed administratively as well as by the specific bargaining unit affected by the charter school proposal. c) Waiver requests and written responses from the appropriate bargaining units and the Superintendent must be submitted to the School Board prior to approval of the contract. d) No waiver will set a binding precedent for any other school staff."

It is hereby agreed and understood between the parties that the following constitutes a modification of the Agreement:

The (AEA) Contract states:

452 Instructional Planning

C. The District shall provide elementary teachers with four (4) hours of planning time per week excluding the first student day of the year.

The Winterberry 2018 – 2028 Charter and Contract states: "To facilitate the daily rhythm for students, specialty teacher provide instruction on the first day of school each year."

This waiver agrees that the Winterberry specialty teachers will provide instruction on the first student day of the year.

Winterberry administration agrees that this will be advertised as such, and discussed during the hiring process of new Winterberry specialist teachers prior to their hire.

Entered this 5th day of December, 2017 for the duration of the current charter.

This waiver does not guarantee future waivers and must be renegotiated following the renewal of the school.

Winterberry Charter School

AEA

ANCHORAGE SCHOOL DISTRICT


Eric Andersen

Principal

12/5/2017


Tom Klaameyer

AEA President

12/5/2017


DARRELL VINCEK

Director of Charter Schools

12/5/2017

Charter Schools Assurance Page

By signing this document, the school district files its assurance that the statements, documents and/or information listed below is in compliance with all state and federal laws and regulations.

The charter school bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. 4 AAC 33.110(a)(4) *NOTE: As per Section 1, Item iv on page 4 of the application, revised bylaws are included and marked as Appendix C.*

The charter school administrative policy manual submitted to the department in the initial application or previous renewal applications has not changed. 4 AAC 33.110(a)(13) *NOTE: As per Section 2, Item ii on page 6 of the application, revised administrative policy manual is included and marked as Appendix E.*

The charter school follows all district approved practices to account for receipts and expenditures. AS 14.03255(b)(1)(c)(6), 4 AAC 33.110(a)(14)(B)


The charter school has been successful in ending each year with a zero or positive fund balance. AS 14.03255(b)(1)

All audit reports to date indicate the charter school has met its obligation to ensure the fiscal integrity of the school's financial operation. AS 14.03255(b)(2)(c)(13)

Name of the School District: Anchorage School District

Name of the Charter Program: Winterberry Charter School

Name of Superintendent: Dr. Deanna Bishop

Signature of Superintendent:  Date: 12-13-17

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #086 (2017-2018)

December 4, 2017

TO: SCHOOL BOARD

FROM: DR. DEENA BISHOP, SUPERINTENDENT

SUBJECT: CHARTER SCHOOL RENEWAL: WINTERBERRY

ASD Core Value: *Public education should be responsive to an ever-changing world*

RECOMMENDATION:

It is the Administration's recommendation that the School Board approve the renewal of the charter for Winterberry Charter School for an additional 10 years through to the 2028-2029 school year.

PERTINENT FACTS:

Anchorage School Board Policy and Alaska Department of Education and Early Development (DEED) regulations require charter schools to reapply for approval of their charter within 12 months of the expiration date of their current charter. The Winterberry Charter School's charter will expire on June 30, 2018. Winterberry Charter School is reapplying to the Anchorage School District School Board and DEED for a 10-year renewal of their charter.

There are currently ten (10) charter schools in ASD. Each charter school is governed by an elected board called an Academic Policy Committee (APC), or in Winterberry's case the Winterberry Charter Council (WCC). Each APC hires their principal who in turn is the administrator of the school.

The Winterberry Charter Council is made up of many dedicated parents and staff who continue to provide positive and responsible governance over Winterberry Charter School.

Winterberry Charter School is a 'Waldorf Inspired' school following many of the doctrines, philosophies and pedagogical practices taught within Waldorf practices.

The Winterberry charter was first approved by the Anchorage School District School Board in January 2005 with a three year start up charter. The school was then granted a 10-year charter renewal in July 1, 2008 to June 30, 2018.

In addition to ASD mandated or provided professional development, Winterberry staff receive ongoing professional development that specifically addresses Waldorf pedagogy and Waldorf certification.

This renewal application includes the Winterberry Hybrid Program. The Hybrid Program provides a blended school option for parents who wish to have more flexibility with their child's education.

This school year the Winterberry WCC hired principal Eric Andersen. Principal Andersen has worked diligently with his staff, the WCC, students and community to facilitate school improvements. This year Winterberry has begun the process to receive training and implement a positive school wide discipline program, Foundations. Foundations is used by many schools in ASD.

This year ASD will be utilizing the DEED application format for our review and application process.

The Winterberry Charter School renewal application was open through Google Docs to the Administrative Review Team ("Team") for two weeks where they added their suggestions and feedback for the charter renewal proposers. The Team met with the proposers for an administrative review on October 23, 2017.

The Team was made up of representatives from many departments in the District including, but not limited to: ELL, STEM, EEO, Human Resources, Ed Tech, Curriculum, Special Education, Gifted, Finance, Risk Management, Operations, Maintenance and Elementary Education.

On December 5, 2017 representatives from the Winterberry Charter renewal committee which included the principal, teachers, and members of the WCC presented their renewal application to the Anchorage School District School Board during a scheduled work session.

Attachment

DB/MS/MG/JA/AR/GN/DW/DV

Prepared by: Darrell Vincek, Director, Charter Schools and Alternative Programs

Approved by: Dave Whiting, Senior Director Purchasing
Glen Nielsen, Senior Director Elementary Education
Mike Fleckenstein, Chief Information Officer

Andy Ratliff, Senior Director Management & Budget
Jim Anderson, Chief Financial Officer
Michael Graham, Chief Academic Officer
Mark Stock, Deputy Superintendent