

**RENEWAL
Charter School
APPLICATION**

For



FY 2019

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Section 1: Establishment of the Charter at the local level

Mission Statement

Eagle Academy encourages academic excellence by integrating proven instructional methods with a challenging curriculum and high expectations. This combination provides every child with the foundation needed to achieve proficiency of Eagle Academy's performance standards at each instructional level.

Program Highlights

Eagle Academy offers a unique program within the Chugiak/Eagle River Community and is open to all students within the Anchorage School District. Highlights of our program are:

- Math and language arts instruction by placement level
- Standards based instruction in language arts, math, science and social studies
- Instruction using the Spalding Method, a researched-based, multisensory method of instruction, across the curriculum
- Emphasis on ideals of patriotism and good character
- Consistency and continuity throughout the program
- Programmatic direction and integrity guided by the charter
- Opportunity for direct parental input into the school's policies and procedures through the school's Academic Policy Board (APB)
- Dress code restricted to specific uniform clothing

Core Values

- Eagle Academy's adopted charter is used as the guide for developing curriculum and school policy.
- Every student is expected to meet Eagle Academy's standards regardless of socioeconomic conditions or individual ability, with teaching directed toward the highest potential of each student.
- Success of the program is the shared responsibility of parents, teachers and the principal. Parents are expected to take an active, supportive role in the educational process of their children. Parents and teachers are considered partners in the education of the child. Communication between the school and parents is of utmost importance.
- Eagle Academy emphasizes the privileges and responsibilities associated with being citizens of the United States, including flag etiquette, the Constitution and amendments, and service to community and country.
- Eagle Academy embraces patriotic themes and responsibilities. Historical role models, along with daily Words of Wisdom, are used to develop the character traits of responsibility, honesty, courtesy, compassion, perseverance, integrity, fairness, courage, and cooperation. Students learn the importance of these characters traits in a setting where equality and mutual respect are the norm.
- Consistency and continuity within Eagle Academy's program are essential. Each level's instruction builds on the previous level's knowledge. In order to keep content and nomenclature consistent, curriculum selection in each subject area is the same for all instructional levels. Behavioral expectations are similar for all students, modified only for age-appropriateness.

- Students are given voluntary opportunities for public speaking, leadership, artistic expression and healthy competition through participation in student government, assemblies, and other school-sponsored programs and events such as Math Derby, Geography Bee, Spelling Bee, Battle of the Books and Science Fair.

Changes

This renewal includes the following changes to our charter since our 2008-2009 renewal:

- The mission statement has been re-worded
- Teacher-pupil ratio was raised from 1:25 to 1:26 in grades two through six
- Staff Roster
- Goals – Removed goal of Spalding accreditation, added goal for short term goals to be set for the school
- Code of Conduct – removed from waiver section as we do not have a code of conduct that differs from the Anchorage School District code of conduct

Pupil-Teacher Ratio

The pupil-teacher ratio for Eagle Academy is 1:25 in kindergarten and first grade and 1:26 in grades 2-6, based on a maximum enrollment of 180 students and including a full time Special Education teacher.

Number of Students Served

Eagle Academy has 176 students enrolled, with a maximum capacity of 180 students. If the school expands to 7th and 8th grades, the maximum capacity will increase to 232 students.

In order to meet Eagle Academy’s proposed budget, the APB has the option to alter the maximum number of students per classroom in order to increase overall enrollment for funding purposes. The APB will solicit parental input from any classrooms affected by such a change prior to implementing it. The classroom maximum shall revert to 26 for subsequent enrollments, and in the affected classrooms it will be returned to 26 students through attrition.

Section 2: Organization and Administration

Organizational Structure

Eagle Academy is governed by an Academic Policy Board, working with the principal. The APB consists of seven members: four parents, one community member at large and two teachers of Eagle Academy. The parent positions must be filled by parents of students currently attending Eagle Academy and may not be filled by teachers, permanent staff member, or long-term temporary staff members of Eagle Academy. The community member may be a community member at large, to include a parent or classified employee, but may not be a certificated staff member. The teacher position must be filled by certificated teachers currently employed full-time as such by Eagle Academy. Only one parent per family may serve on this Board at a time. Ability to attend APB meetings is mandatory to serve on the board.

Teacher members serve two year terms and are elected from Eagle Academy’s certificated teachers. Parent members serve two year terms and are elected by majority vote of eligible parents as specified in the Bylaws. The Community Member serves a one year term and is elected annually.

The members of the Academic Policy Board will receive no compensation for their services as members of the board.

General Powers and Duties

The APB has the following general powers and duties, which must be carried out in accordance with the charter:

- Create policy
- Approve and monitor the school's budget
- Set and monitor goals and objectives for the program
- Select curriculum/teaching materials that align with EACS Standards
- Oversee implementation of Eagle Academy's Program
- Ensure adherence to the school's charter and policies
- Hire, supervise and evaluate the principal
- Participate in staff interviews and advise the principal on HR decisions.

The APB will meet with the principal a minimum of four times per year in order to carry out the above-described duties.

The APB is accountable to the Anchorage School Board, and acknowledges the authority of both School Board Policy and State of Alaska Statutes governing charter schools. This charter is an integral part of the Charter School Contract between the Anchorage School District and Eagle Academy Charter School, and shall be the governing charter of the school.

Eagle Academy's Parent Teacher Organization conducts fundraisers and supports the program through its volunteer efforts. The PTO is a separate, incorporated entity that coordinates its activities with the APB to complement the school's mission.

School Schedule

Eagle Academy's school day begins at 8:30 am and ends at 3:20 pm. Upon being hired, each teacher signs an agreement to the additional 20 minute teacher contact time per day. A lengthened instruction day gives more flexibility for providing quality instruction and teacher planning time, while preserving the morning instructional time needed for Spalding implementation and leveling of language arts and math. The first 3.5 hours of each school day are treated as uninterrupted teaching time for Language Arts and Math. Art, Music, PE, and Technology are scheduled in one hour blocks in the afternoon. Future classes that may be offered outside of the traditional core subjects (Language Arts, Math, Science, and Social Studies) must be scheduled within that afternoon block or outside of school hours.

Eagle Academy follows the Anchorage School District yearly calendar to include state testing dates, holidays, and parent-teacher conferences. Eagle Academy reserves the right to rearrange current district in-service days, including asking for annual waivers for additional in-service days to accommodate necessary staff training.

School emergency closures follow those of the Anchorage School District for the Chugiak-Eagle River area.

Section 3: Educational Program and Student Achievement

Program and Philosophy

- The Spalding Method, a multi-sensory instructional method employing direct teaching, is the basis for instruction across the curriculum in all levels.
 - All core subject teachers and the principal are fully trained in the Spalding Method by taking Multisensory Instruction of Language Arts (MILA) I and II from a Spalding Education International Certified Master Teacher. Teachers new to the program are required to attain MILA I training at the first class available after hire and MILA II training at the first opportunity following their first year of teaching.
- Eagle Academy's Standards (Appendix F) are an integral part of this charter and form the basis for all instruction.
 - Student achievement at all instructional levels is assessed throughout the school year using performance-based assessments developed by teachers in alignment with Eagle Academy's standards.
 - Students must achieve a rating of Proficient before moving to the next level. Students achieving a rating of Below Proficient are targeted immediately for remedial instruction or tutoring.
 - Eagle Academy's standards are evaluated annually in order to ensure consistency and continuity throughout the program and must meet or exceed Content and Performance Standards for Alaska Students.
 - Vertical/Horizontal Planning is critical to the success of the program, and is the subject of at least one in-service day per school year. Monitoring of the plan continues throughout the school year.
- Students are leveled in language arts and math classes according to individual skill level rather than by grade level.
 - In order to address individual student potential in math and language arts studies, those subjects are scheduled at the same time each day for all grade levels, allowing for homogenous grouping based on individual mastery of content standards.
 - Each student's math and language arts skills are assessed to determine proper academic placement within the program. Placement is determined by the teacher and parents using teacher-developed assessments based on EACS standards, state standardized test results and placement tests provided by textbook publishers of the adopted curriculum.
- Parents and students are expected to participate in and support the program. Parents are treated as active participants in the education of their student(s).
 - Homework is assigned at each level in accordance with school policy, with the goal to: reinforce classroom instruction, develop good study habits, foster self-discipline as well as responsibility and keep parents informed and involved in student progress.
 - Students are responsible for their own behavior. Classroom rewards, incentives, effort grades, and discipline are based on each student's individual behavior, participation and performance.
 - Parents are continually informed about student progress and school events through the use of classroom newsletters, school newsletters, regular and special parent conferences, notes sent home, phone calls or emails from teachers, and the return of graded work in a student folder on a weekly basis.
 - Every family must fulfill a 16 hour annual service commitment. EACS prefers parents to engage in their student(s) learning by being an active participant in the school. If families are not able

to fulfill the service hour commitment, there is a voluntary option to replace service hours with a donation as specified in the Policies and Procedures Manual.

- Eagle Academy's students and staff follow specific dress codes that are different from ASD's standard dress code.
 - Eagle Academy's dress code restricts students to specific uniform clothing.
 - Teacher and staff dress codes are designed to model professionalism and enhance the school's public image. All staff members must sign the professional dress code prior to accepting a position at the school.
 - Student and staff dress codes are found in the Eagle Academy Policy and Procedures Manual.
- Eagle Academy's classrooms are traditional in nature, in that students have individual, forward facing desks. The school does not use "learning centers". In keeping with the Spalding Method, students face the teacher during direct instruction.
- Teaching of core subjects (language arts, math, science and social studies) is given priority in scheduling and other areas of school operation. In order to properly implement the Spalding method and academic leveling, the first 3.5 hours of each school day are treated as uninterrupted teaching time.
- Field trips are used to complement teaching and make it more meaningful to students. Eagle Academy's field trips are connected to the classroom curriculum.
- Art, Music, PE and Technology are scheduled in one-hour blocks, with each subject being taught once a week in the afternoon "rotation" hour. Future classes that may be offered outside of the traditional four "core subjects" (Language Arts, Math, Science and Social Studies) must be scheduled within this afternoon rotational block or outside of school hours.
- Professional Development supporting the school's charter is emphasized annually during in-services. Additional staff training will be provided as needed to enhance and further develop the program.

Description of the Need for the Program

Eagle Academy's program is well accepted and desired within the Eagle River community as evidenced by consistent enrollment. The school is academically successful in terms of scores on standardized tests and meets or exceeds current district and state standards.

Goals

- Eagle Academy will continue to create a safe atmosphere that welcomes families as active participants in the educational process
- All students will be given standardized assessments in all subject areas to ensure they maintain a consistent level of Proficiency to our school specific standards
- Each year, the APB, principal and staff will work collaboratively to establish additional short-term goals for the school

Curriculum

Eagle Academy uses curriculum that meets or exceeds the Alaska State Standards. The Spalding Method of Instruction is used to deliver all core subject curricula.

The subjects that comprise the core curriculum are listed and briefly discussed below. The traditional core curriculum - language arts, math, sciences and social studies – are strongly emphasized.

Language Arts

The Spalding Method of Instruction, using *The Writing Road to Reading*, and training from Spalding Education International, is the basis of the language arts program. *Open Court Reading* is used as part of the literature curriculum. The goal of the language arts instruction is to develop students who are effective communicators, love literature, and are lifelong readers and writers. The curriculum has a strong phonics foundation, which is the basis of the language arts program. Comprehension skills, vocabulary and grammar are integrated within the literature program. Writing includes, but is not limited to, creative and expository writing. Communication skills include speaking and writing and expand into presentation skills using technological tools. Writing and reading begin in kindergarten and continue to be emphasized throughout the program using quality literature. Handwriting is taught using Spalding's specific methods.

Math

Saxon Math is used for math instruction for all grades including leveling past 6th level. Saxon uses an incremental approach to math instruction, emphasizing continual practice of learned concepts. Math emphasizes mastery of basic facts appropriate to each grade level, alongside a solid program of instruction that teaches computation and problem solving skills; mental math; and decoding and solving word problems that reflect real life applications. Elements of algebra and geometry are integrated where applicable at each grade level.

Science

Scott Foresman Science offers a balance of content and hands-on activities addressing life science, physical science, earth science and health. The scientific method is used for all experiments. Through oral and written presentations, students share their conclusions, reasons for the hypothesis and results.

Health/Human Growth and Development

The health curriculum, which covers human anatomy, personal hygiene, exercise, nutrition and healthy life choices, is taught using the *Scott Foresman Science* textbook. Human Growth and Development, following the *Teen Aid* curriculum, is abstinence-based and encourages students toward open communication with their parents about their sexual development. Students are separated by gender for Human Growth and Development instruction. Both health and Human Growth and Development are covered during science instruction.

Social Studies

Core Knowledge History and Geography, published by Pearson Learning, is used for social studies instruction in K-6. In addition, third grade uses *Alaska: A Land in Motion* as a basis for instruction in Alaska Studies. Social studies includes world history, U. S. history, geography, world cultures, politics, economies and governments. Instructional objectives include developing an understanding of:

- U.S. History and how our government, language, economy and culture have been shaped by world historical events
- Privileges and responsibilities afforded by the U.S. Constitution and amendments
- Alaska and its people, from ancient to modern cultures, as well as its government
- Geography, including continents, oceans, major countries and cities, state capitals, physical features, maps and mapmaking, globes, compass directions, map legends and scales

Technology

Technology provides students with computer skills that prepare them for future employment. Objectives include developing effective use of technology in:

- Research: access web-based data and information
- Writing and Presentation: create and illustrate stories and reports to share with others using presentation software
- Computation: learn mathematical skills through the use of spreadsheets, databases, and other software applications
- Record-keeping and Data Storage: illustrate how computer databases are effective tools to compile, track, and update school, business, and personal records, schedules, inventories, and finances
- Explore computer uses by learning basic operations, keyboarding, graphics, online forms, computer assisted geography studies, coding and simulations

Music

Music classes at Eagle Academy teach comprehensive musicianship through singing, playing instruments, notation and music appreciation. Students develop an understanding of the relationship between music and other disciplines, including history and culture.

Physical Education

The goal of physical education is to develop students who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Student activities develop coordination and teach students to work together, introducing sports such as volleyball, basketball and soccer as well as personal training skills.

Art

Art activities foster creativity and increase understanding of the visual arts in relation to history and cultures in coordination with grade level social studies curriculum. Students learn to apply media, techniques and processes in creating art projects.

Unique Student Populations

Because the Spalding Method is multi-sensory in developing the eyes, ears, voice, hand and arm muscles, and the right and left sides of the brain concurrently, it is effective for a range of ability levels: academically gifted, average and students with learning difficulties.

- Special Education instruction is conducted on an inclusion basis while also meeting the individual student need as outlined via the IEP. The special education teacher conducts Individual Education Plan (IEP) meetings and ensures that in each classroom the instruction is modified appropriately for each IEP. Eagle Academy complies with the Alaska Special Education Handbook and follows ASD Special Education policy and procedure for charter schools.
- Students are placed in language arts and math classes appropriate to their skill level. Any Special Education or tutoring instruction must follow the approved curriculum for this program. Student

placement may be determined according to process outlined in the Anchorage School District Lottery School Admission Procedures for Special Education Students.

- IGNITE is available for those students who qualify.

Evaluation Procedures

Eagle Academy students in grades K-6 undergo universal screening each fall to identify current levels of performance in language arts and math. Following testing, students are placed at their appropriate level for instruction in these core subjects, generally not more than one year above or below their actual grade level. Progress is monitored through formal and informal assessment throughout the year to be sure placement continues to be appropriate. Transition to another level is possible when quarterly assessments indicate grade level expectations have been met. The opportunity for leveled instruction is not dependent upon certification of special need; nor is it unusual to find a student with an IEP, 504, or intervention plan leveling down to address an academic deficit in one area while leveling at or above grade level in other areas of instruction.

Once placement is determined, the special education resource teacher provides daily inclusive support to students performing below grade level, monitors their progress and collaborates with classroom teachers and/or teaching assistants to be sure essential strategies are in place. In addition to ability leveling and inclusive support, students requiring remedial attention may be referred by teachers or parents to the Student Support Team. The SST (principal, teachers, and parents of the student) identifies the specific learning difficulty and plans delivery of interventions designed to close the learning gap. Remedial interventions may include short-term individual or small group instruction provided during the instructional day, tutoring sessions provided before or after school, and additional home support strategies directed by teachers to be provided by parents. Frequent progress monitoring informs the SST when interventions should be modified, intensified, or discontinued. While the majority of students respond well to targeted interventions in language arts and math, students who continue to require intense remedial support for a period of time of documented intervention may be referred for special education evaluation to determine if a specific learning disability is impacting student progress. We follow the Alaska State Special Education Handbook and Anchorage School District policy around evaluation procedures for special education.

The Eagle Academy model for remediation provides each student the opportunity to address areas of academic need while excelling in areas of strength. Universal screening, flexible leveling according to ability, the excellent Spalding and Saxon Math programs, inclusive resource teacher support, an effective plan for the delivery of targeted interventions, teachers and parents working together - these are the elements that provide struggling learners the support needed to achieve academic and personal success at Eagle Academy.

All students will receive a standards based report card to include effort grades.

- Assessments reflect individual student effort and achievement. If group projects are assigned, each student is assessed on his or her own performance.
- Should a student fall “below proficient” in any core subject, several options for correction are available to help him/her increase proficiency. Possible options include immediate remedial instruction within the classroom; prompt parental notification and consultation; determination of the cause of the lack of mastery; written monitoring by both the parents and teacher; additional practice work; and additional home tutoring by parent/s.

Standardized tests are administered per ASD and State of Alaska requirements. Eagle Academy Charter School uses current district monitoring tools to monitor and assess student achievements.

- Every year both the staff and the Academic Policy Board review the overall results of the standardized tests to determine where the program may be incrementally improved.
- Should Eagle Academy's overall student performance fall below the Anchorage School District's targets, the Academic Policy Board, together with the Anchorage School District's administration, will devise an appropriate plan of action to be approved by the Anchorage School Board that addresses diagnosed low areas of scoring on standardized tests.

Evaluation of Program Performance

Eagle Academy's stakeholders (APB, Principal, teachers, parents, and PTO) are vested in the school's performance. Periodic evaluation of the program will be conducted by the APB as the representative group of all stakeholders.

Students at Eagle Academy have consistently scored among the highest in the Anchorage School District on the standards based assessments of language arts, math, and science tests since the school opened in 2005. Historically, Eagle Academy has maintained Adequate Yearly Progress (AYP) when applicable, scored among the top schools on the Alaska Performance Index (Appendix J), and has received awards including the Performance Incentive Program. Currently, Eagle Academy holds a top score in Alaska DEED's new System for School Success ratings.

Student Assessment

- Students are leveled in language arts and math classes according to individual skill level rather than by grade level.
 - In order to address individual student potential in math and language arts studies, those subjects are scheduled at the same time each day for all grade levels, allowing for homogenous grouping based on individual mastery of content standards.
 - Each student's math and language arts skills are assessed to determine proper academic placement within the program. Placement is determined by the teacher and parents using teacher-developed assessments based on EACS standards, state standardized test results and placement tests provided by textbook publishers of the adopted curriculum.

Section 4: Professional Development

Teachers/Administrators in the Charter School

Eagle Academy employs a full-time, Alaska certified principal, currently Kitty Logan. The principal will participate in Spalding MILA I training at the first training class available after hire, and MILA II training at the first opportunity following his/her first year at Eagle Academy. In addition to other duties defined by the School Board and State of Alaska policies for charter schools, the principal will implement school policies and

the standards-based instructional program; engage in team building with staff and community, and meet at least quarterly with the Academic Policy Board to monitor progress in meeting the school's policies and goals.

Eagle Academy Charter School Teachers for the 2018-19 school year include: Molly Deming, Anne Ogden, Melissa Timberlake, Jeffrey Shepherd, Stacey Moncur, Judy Pogue, Mindy Edison, Janet Copping, Tony Reetz, Robin Murphy, Anna Crowther and Lacey Harry.

Teachers and teacher assistants new to the program are required to attain Multisensory Instruction of Language Arts (MILA) I training at the first training class available after hire, and MILA II training at the first opportunity following their first year of teaching MILA I.

Staff evaluation procedures at Eagle Academy are the same as those for ASD. Additionally, artifacts may be added to the evaluation assessing the employee's skills and progress in supporting the school's program, mission, philosophy, goals, and general policies. Staff evaluations will be completed by the principal.

The principal is evaluated by the Academic Policy Board, as well as by the Anchorage School District. The evaluation by the APB is based upon the job description provided to the principal by the APB.

Staff development at Eagle Academy will mirror ASD's professional development unless specified to a different curriculum that is not used at Eagle Academy. Eagle Academy reserves the right to rearrange current district in-service days to enable and accommodate the ability of staff to attend conferences directly relating to Eagle Academy's goals and mission. Eagle Academy may ask the Department of Education to modify the school calendar to have additional professional development time to enhance the curriculum and charter.

Other Staff in the Charter School

In addition to teachers, Eagle Academy currently employs one full-time Administrative Assistant; 2 full-time Teacher Assistants; 5 part-time Teacher Assistant/noon duties; and one full-time nurse.

Section 5: Facility

Location and Description of Facility

Eagle Academy leases a facility located at 10901 Mausel Street, Suite 101, Eagle River, AK. The lease and the amendments to the lease are currently in place with Stephan, ER, LLC until June of 2019. A copy of the current lease is attached as Appendix M.

Eagle Academy's facility consists of approximately 17,000 square feet. A map of the facility is attached as Appendix N. Student instruction areas include seven grade level classrooms, a music room, an art room, a gymnasium/multipurpose room and a technology classroom equipped with computers for each student per classroom. Regular education classrooms have projection screens and document cameras. Music, art and technology classrooms have projection screens. Office and staff support areas include the principal's office, AA's office, nurse's office, staff lounge, faculty/parent workroom, server/utility room, and janitorial/storage space. Outside activity and recess areas are provided as well. Should space become available to house Eagle Academy in an ASD facility in the future, Eagle Academy requests consideration for use of the space.

Eagle Academy is currently operating as a K-6 school, but proposes to expand to 7th and 8th grades in the future if such an expansion is desired and supported by the school community, and provided Eagle Academy is performing well in K-6 grades. Any expansion will follow the K-6 program and philosophy. The APB will oversee all facets of the 7-8 program expansion.

Transportation

It is the responsibility of parents or guardians of students at the charter school to transport their students to and from school.

Food Service

Students bring their own lunches and eat in the multi-purpose room, except for special situations necessitated by school events.

Section 6: Admissions

Admission Policies and Procedures

- Eagle Academy uses the same calendar of registration and admission dates as ASD.
- Grades 1-6 at Eagle Academy begin the school year on the same day. Kindergarten students begin the school year approximately one week later than other students.
- Eagle Academy follows ASD's lottery and enrollment guidelines as per ASD Policy. Lottery applications are completed on-line.
- Eagle Academy accepts students into the program until the date and time that spring lottery applications are due. After that date and time, new students are entered into the program for the next school year from the lottery and waitlist according to the ASD admission and lottery policy and practices.
- For students who have Individual Educational Plans and 504 Plans, lottery applications and admission procedures at Eagle Academy follow the Anchorage School District Lottery School Admission Procedures for Special Education Students.
- Eagle Academy is strictly a "school of choice" for ASD students, and parents must attend a new parent orientation in order to be fully informed about the school's program prior to their child's admission to the school.
- Full compliance with the school's rules and standards must be met by each student.
- Each student's math and language arts skills are assessed to determine proper academic placement within the program. Assessments provided by textbook publishers and assessments developed for language arts and math based on Eagle Academy's standards, and required standardized tests are used to determine annual student placement. Concerns regarding placement are addressed collaboratively with the involved teachers, parents and the principal.
- Enrollment policies, access to curriculum, services and activities of the program are non-discriminatory with regard to gender, religion, language, physical ability, ethnic or national origin of children and their parents, and as further required by law.
- Parents are asked to fill out an Intent to Return request in February indicating they want to keep the slot for their child(ren) for the following year.

Section 7: Fiscal

Financial Plan and Annual Program Budget

Funding for Eagle Academy is based on the State of Alaska's per-pupil funding formula, as per AS 14.03.260.

The school's funds may be supplemented by grants, fundraisers within the school community and additional funds (if any) supplied by ASD or State of Alaska. Fundraisers at Eagle Academy are coordinated between the PTO and the APB. Grants sought by Eagle Academy must relate to the charter and program, and must be approved by the APB prior to application.

Accounting for Receipts and Expenditures

Eagle Academy complies with AS 14.17.910 "Restrictions Governing Receipt and Expenditure of Money from Public School Foundation Account". The charter school accounts for receipts and expenditures by using and complying with district accounting, audit and fiscal procedures that apply to charter schools. Eagle Academy will allow district personnel or district auditor's access to financial information to perform the annual or special audit and accounting information. The charter school shall cooperate with the School Board and the Department of Education in complying with the requirements of AS 14.17.910.

All leases, debts and other financial obligations of Eagle Academy shall not constitute a debt liability or financial obligation of the ASD School Board or District. All financial and accounting information requested by the district or the Department of Education will be provided.

Certification of Compliance for Receipt and Use of Public Money

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