



***INITIAL
Charter School
APPLICATION
for***

HomeSTEAD Charter School

FY 2028

*Alaska Department of Education & Early Development
P.O. Box 110500
Juneau, AK 99811-0500*

DIRECTIONS

Application for an Initial Charter

Parties interested in submitting an initial application for a charter school should familiarize themselves with all applicable state statutes and regulations contained within this document.

*Local School Districts/School Boards may have developed a Charter Schools application form for approval at the local level that requires additional information, however for the purposes of seeking State Board of Education & Early Development approval, **this application form MUST be used.** Sufficient evidence must be presented to address all sections of this application form for the department to deem the application compliant and forward to the State Board of Education for approval.*

Timeline:

Initial applicants must follow all local procedures to seek Charter School approval by their local boards.

Not later than 30 days after a local school board's decision to approve an initial application for a charter school, the local school board must forward the application to the State Board of Education & Early Development for review and approval by mailing to the department:

- (1) the complete application filed with the local school board, including all supporting documents required;*
- (2) the written decision of the local school board;*
- (3) all other materials considered by the local school board in support or in opposition to the application; and*
- (4) the minutes of the local school board meeting at which the charter was approved.*

*In the event the local school district/local board has a separate application form that differs from the state required form, **it is the responsibility of the Charter School to transfer complete responses to the department form.***

An original and 4 copies of the DEED Charter School Application Form should be mailed to:

***Alaska Department of Education & Early Development
Attn: Charter School Program Manager
P.O. Box 110500
Juneau, Alaska 99811-0500***

***Please also submit via email an electronic copy of the application form to:
donald.enoch@alaska.gov***

*An initial application approved by a local school board and submitted to the department **must be received by the department at least 90 days** before the next regularly scheduled meeting of the State Board of Education and Early Development. See the State Board schedule (education.alaska.gov/State_Board) for a list of upcoming Board meetings.*

An initial application for a charter school approved by a local school board may not be submitted to the department more than 12 months before the planned start-up date for the new school.

Required Format:

- 1. Not more than 200 pages single-sided, unbound, in 12 point font.*
- 2. ALL pages numbered in consecutive order (i.e. 1, 2, 3, ...200).*
- 3. A table of contents.*
- 4. Follow in numerical order the numbered sections and sub-elements of the application.*
- 5. ALL numbered sections and sub-elements must be addressed.*

Upon receipt, the application will go through a technical review committee to determine if any additional information is necessary. Addressing each section with sufficient detail and evidence examples will decrease the likelihood of additional information being requested.

Once the technical review committee agrees the applicant has demonstrated compliance, the application will be scheduled to be addressed by the State Board of Education & Early Development at their next meeting.

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Charter School Application – Initial

Please provide narrative responses to the following areas. If referencing evidence within a document that is included as an appendix, please also provide sufficient detail in the narrative response for review purposes.

Section 1: Establishment of the Charter at the local level

i. Provide the primary purpose of the charter, how it will specifically differ from other educational options available in the community and the student population the charter hopes to attract. AS 14.03.265(a)(1-3)

The HomeSTEAD Charter School (e.i. HomeSTEAD Charter) is a proposed 100 student Kindergarten through 8th grade charter school. The current DEED capacity on the building is set to 98. Due to our proposed inclusive learning model (where homeschool students have the option to intermingle with the charter students) we recognize that the numbers of students using our building may slightly surpass our actual enrollment figures.

Nestled in the heart of a rural homestead community, our STEAD school is a place where education meets purpose. Here, students don't just learn about the world—they engage with it directly through science, technology, environment, agriculture, and design. The landscape itself becomes a classroom: a place where compost piles teach biology, hydroponic gardens teach engineering, trap lines become lessons in economics, systems thinking, physical education, environmental stewardship, and a sustainable design. All along Chena Hot Spring Road, and within the communities along it, there are homes that can appeal to a broad range of residents. Recent market analysis shows homes and acreage being purchased in Two-Rivers very regularly. Two Rivers is one of the remaining areas where families may find affordable houses or million dollar properties, making it an area of the Fairbanks North Star Borough that can appeal to a broad range of people. We hope to appeal to homesteading families, those with students that will benefit from project-based learning, families searching for more removed properties and/or properties that come with acreage. Our school will appeal to families that hope to reside in an area with access to public trails for recreational activities such as cross country skiing and dog mushing, as well as access to public hunting and fishing areas. We believe our school will offer security to and help restore relationships of families impacted by previous school closure, as we firmly believe they will find comfort in the security of a 10 year school contract. Our school will appeal greatly to families who want all of their children on one campus. In response to parental feedback, we will offer, when possible, in person enrichment and support to local home-schooled students through our partnership with BEST homeschool. We believe our partnership with BEST allows us to be more family focused and support the youth and families of Fairbanks at a much greater capacity. Our inclusive model is unique and at present, no other FBNSBSD Charters are allowing BEST Students to invest and participate in their schools. As a former purple star distinction school, the HomeSTEAD school plans to regain purple star status, thus honoring and appealing to military families. In order to Honor our

commitment to military families, the APC passed a resolution implementing military representation on the schools governing body with the addition of an advisory seat. STEAD education is rooted in relevance. For students who thrive through hands-on learning, this model offers an active, engaging alternative to the more common computer based classroom. It empowers learners to apply core academic skills—math, science, literacy—in real-world contexts that matter. Whether they’re calculating feed ratios, designing weather-resistant structures, or studying the carbon cycle through soil health, every lesson is infused with purpose.

Some of the points that set our HomeSTEAD school apart are:

- Looping schedules will keep children with the same teacher and classroom for more than one year. This will allow for stability and individualized learning.

- A holistic approach to learning is paramount. Lessons are cross curricular and often taught across multiple grades.

- Mistakes are part of the process and celebrated. Life on the homeSTEAD doesn’t mean you get it right 100% of the time, it means that you tried!

- Technology is used in meaningful ways and not as a replacement for instruction. Contrary to assumptions about the “T” in STEAD, our school’s focus on technology goes far beyond screens. Here, technology means applied innovation—whether that’s learning to maintain small engines, designing a solar-powered city, or using drone data to monitor field health. This definition of technology connects students to tangible tools and skills that can be used in many industries, not just agriculture. As an added bonus, middle school students will get the opportunity to focus on technical learning and trades and create capstone projects that showcase their passion. When screen time is used in the classroom, it will be used as a method to enhance learning and not as a substitute for all other methods of instruction.

- Children are held to high standards from an early age. Encouraging community and familial participation is one of the many methods we will use to model accountability.

- Community is important! Subsistence lifestyles are celebrated and we work to be more inclusive of all families by extending participation in events to homeschool students and migrant students. We encourage partial enrollment in our school and support families by offering pre-k and field school offerings to homeschool students.

Agriculture provides a powerful lens for deeper learning. Agricultural based education often sets the foundation for career paths in fields like architecture, environmental science, business, or the trades. What students will gain at our STEAD school is a foundation in systems thinking—an understanding that everything is connected, from soil to society. They learn how to ask questions, test solutions, collaborate, and think critically.

Studies support what we see every day on campus: project-based learning increases student engagement, retention, and academic achievement. According to the Buck

Institute for Education, students in project-based learning environments perform as well or better on standardized tests while also gaining deeper conceptual understanding and real-world problem-solving abilities. When students see the direct impact of their work—whether it’s a thriving garden, a functioning compost system, or a market-ready farm stand—they’re more invested in their learning.

Our HomeSTEAD school is not just a school. It’s a community hub, a living lab, and a launchpad for innovative thinkers. It shows students that learning doesn’t happen apart from the world, but in service to it. And in doing so, it builds confident, capable young people ready to shape the future—on the farm, in the lab, or anywhere they choose to go.

The HomeSTEAD school will focus on a student-centered, project-based learning environment integrating Science, Technology (and Technical skills), Environment, Agriculture, and Design (STEAD) into a hands-on, interdisciplinary curriculum. Our school is rooted in self-sufficiency, sustainability, and strong community connections, preparing students with the knowledge, skills, and mindset to thrive in an ever-changing world. Social emotional learning will be considered a core class across all grades. In the spirit of community, we ask BEST, and the FBNSBSD to consider maintaining a BEST homeschool presence within our building to include and to serve the homeschool families within the surrounding area. We will utilize a multigrade classroom system so that students will often be exposed to more advanced concepts and have the ability to work ahead or at grade level for a more individualized learning experience.

There are currently no schools in the FNSBSD using a HomeSTEAD model. Two Rivers and Pleasant Valley are both homesteading communities. We plan to allow geographic history to influence our model of education. This school is perfect for families seeking a more removed self-sufficient way of life. Two Rivers is one of the few neighborhoods in FBNSB that families can purchase affordable homes on acreage.

In addition to the HomeSTEAD school serving FBNSB students, we intend to expand our offerings to homeschool students that are local but may use other correspondence schools. In an effort to draw families back to the borough education system we hope to offer fee based learning experiences for homeschool students. This on campus field school will be based on the mission of the HomeSTEAD school and use our curriculum to market seasonal, uniquely Alaskan, immersive educational experiences.

ii. Provide evidence of the local school board approval of the new charter school marked as Appendix A. AS 14.03.250(b)

See Appendix A: Board Approval - BOE Approval of Minutes

iii. *Provide evidence of the signed contract between the new charter school and the local school board containing all required elements marked as Appendix B. AS 14.03.255(c)(1-14)*

See Appendix B: HomeSTEAD Charter Contract 2026-2031

iv. *Provide either the charter school's bylaws marked as Appendix C or an indication on the signed assurance page that the bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. 4 AAC 33.110(a)(4)*

See Appendix C

v. Provide evidence of the formation of an Academic Policy Committee (APC) consisting of parents of students attending the school, teachers, and school employees. Evidence includes a list of the members of the APC and their qualifications, as well as the written minutes from meetings where discussions regarding academic policies, bylaws, school administration, and school educational programming occurred. Mark as Appendix D. AS 14.03.250(a), 4 AAC 33.110(a)(1)

Our current APC is made up of a diverse group of volunteers. The APC's titled seats are filled by an election process. Additional APC members are volunteers who have been welcomed by majority vote amongst the First 3 named APC seats. (President, Vice President, Secretary) Our original APC is composed of 7 to 11 volunteers. The head teacher will serve as ex-officio, a minimum of 3 seats are held by staff and the remaining seats are filled by charter parents (though one seat may be filled by a BEST parent and one seat may be filled by a community member or student family member). Our APC also has 2 advisory only seats.

An election to formally elect an interim APC occurred in October 2025. The APC nomination and election was held electronically, and the interim APC was formed. APC remaining seats are filled by a committee of volunteers who publicly declared their interest and support for the mission. The 3 executive seats and all other currently filled seats are filled by Charter founders and contributors. We have an acting ex officio until such time as a head teacher is selected. As of October 2025, the board members were declared publicly at the start of the regularly scheduled meeting and accepted their declared positions. In December 2025, a indigenous and tribal cultural steward and military connected advisory seat were added to our APC positions. Regular meetings have been held consistently with frequent special committee meetings held to accomplish specific work goals. Our APC has 3 named officers and more members. Our charter has many contributors beyond our APC. These contributors include many FNSBSD parents, 1 former administrator, 1 out of area educator, multiple FNSB residents, 2 former Two Rivers teachers, 5 former Two Rivers staff members, 1 current FBNSB employee, 2 parents/ tribal representatives, and One Tree Alaska. Some of these contributors obtained founder status by fulfilling the required number of volunteer

hours and those individuals are listed in appendix D. We continue to grow community support and hope to have a large pool of APC volunteers for the positions once the offices become vacant as well as our members at large as more parents and community members are becoming invested in the formation of the HomeSTEAD school.

APC Members will be re-established upon formal nomination and vote once the approval of the HomeSTEAD school happens (as there are no current employees and our bylaws state that the APC must be staff, parents, and/or community members). Procedures are in place for expanding the board once the school year opens, and plans to renew APC member terms are included in our bylaws.

A list of our APC and Founders may be found in Appendix D.

Appendix D includes meetings where discussions regarding academic policy, bylaws, school administration, and school educational programming occurred.

Specific recent and past examples of meetings addressing school policies and goals include:

Curriculum sub-committee meeting:

3/5/2026	APC reps meet with admin for final charter review Q & A
01/28/2026	APC Budget Subcommittee meeting
01/6/2026	APC meeting with FBNSBSD for questions on charter modifications.
12/23/2025	APC Meeting with Diana and Laurie of FBNSBSD for contract waivers.
12/16/2025	APC meeting with Laurie Beam and Sarah Gilliam for section one of contract and questions for section 2-8.
12/09/2025	Review of section one charter document. Nomination for military connected advisory seat made, and seat filled.
12/05/2025	The HomeStead School sent members to meet with the Military Advisory Board Members to solidify our relationship and commitment to serve the Military Child.
10/7/2025	2nd Meeting with the FBNSBSD downtown to discuss the Charter formation:
9/3/2025	Sub-Committee meeting to discuss curriculum and policy manual
9/4/25	
9/25/2025	Regularly Scheduled meeting to discuss the next steps and assign Charter Task
9/25/2025	Official end of summer Public Meeting and Town Hall to discuss Charter.
02/24/2025	1st Zoom Meeting with school district to discuss Charter
02/13/2025	2nd Public Charter Meeting/Town Hall
02/09/2025	1st Public Meeting/Town Hall

Additionally, regularly scheduled parent/teacher/community advocacy meetings have occurred monthly, even before the official formation of the interim APC. Various committees have met since the first announcement that put Two River K-8 up for closure in the 2023/2024 school year. Once the school closure was announced these volunteers

shifted focus from advocacy and community relations to the official support system for this charter. Our APC is currently meeting once a month at minimum and has chosen to open various subcommittees. There are less than 5 additional founding members beyond those named on the APC.

References: AS 14.03.250. Application for charter school, AS 14.03.255 Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter school application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
<i>Section 1</i>	<i>Page Number location(s) of response(s) including Appendices</i>	<i>Reviewer's notes Rating: Compliant/Noncompliant</i>
<i>Purpose</i>	<i>Pages 5-7</i>	Compliant-JT
<i>Evidence of board approval</i>	<i>Appendix A Page 68</i>	Compliant-JT
<i>Evidence of signed contract with all required elements</i>	<i>See required elements below (items 11-14) Appendix B Page 71</i>	Compliant-JT
<i>1. Description of educational program</i>	<i>Appendix B Pages 72-75</i>	Compliant-JT
<i>2. Specific levels of achievement for the education program</i>	<i>Appendix B Pages 75-76</i>	Compliant-JT
<i>3. Admissions Policy and Procedures</i>	<i>Appendix B Page 76-77</i>	Compliant-JT
<i>4. Administrative Policies</i>	<i>Appendix B Page 77</i>	Compliant-JT
<i>5. Statement of Charter funding</i>	<i>Appendix B Page 77</i>	Compliant-JT

<i>Section 1</i>	<i>Page Number location(s) of response(s) including Appendices</i>	<i>Reviewer's notes Rating: Compliant/Noncompliant</i>
<i>6. Method of accountability for receipts and expenditures</i>	<i>Appendix B Page 78</i>	Compliant-JT
<i>7. Location and description of facility</i>	<i>Appendix B Page 79</i>	Location in Two Rivers School Compliant-JT
<i>8. Name of teachers who by agreement will teach in the charter</i>	<i>Appendix B Page 79</i>	This notes TBD and explains the process of recruiting/transferring staff. Compliant-JT
<i>9. Teacher to student ratio</i>	<i>Appendix B Page 80</i>	1:23 Compliant-JT
<i>10. Number of students to be served</i>	<i>Appendix B Page 80</i>	75-100 Compliant-JT
<i>11. Term of contract (not to exceed 10 years)</i>	<i>Appendix B Page 80</i>	5 years Compliant-JT
<i>12. Termination Clause</i>	<i>Appendix B Pages 81-82</i>	Compliant-JT
<i>13. Statement of state and federal law compliance</i>	<i>Appendix B Page 82</i>	Compliant-JT
<i>14. Exemptions or requirements included in contract</i>	<i>Appendix B Page 82</i>	Compliant-JT
<i>Evidence of bylaws</i>	<i>Appendix C Page 89</i>	pg 89-100 Compliant-JT
<i>Evidence of APC, including list of names/qualifications, meeting minutes</i>	<i>Appendix D Page 101</i>	Compliant-JT

Section 2: Organization and Administration

Form # 05-15-035

- i. *Provide information on how the charter school shall oversee the operation of the charter school to ensure that the terms of the contract required by AS 14.03.255 (c) are being met; including who will be responsible and what mechanism(s) they will use. AS 14.03.255(b)(2)*

The oversight of the operation of the HomeSTEAD school is laid out in the Bylaws Located in Appendix C. The APC will ensure the terms are being met. Additionally, the APC will comply, when applicable, with any and all provisions of the FNSBSD regarding charter schools, Alaska Statute regarding Charter Schools, the Fairbanks Educational Association, and the Educational Support Staff Association. The APC will consult the FNSBSD, FEA, and ESSA in regards to any issues regarding provisions of the law or union contracts.

- ii. *Provide the written administrative policy manual utilized by the charter marked as Appendix E. 4 AAC 33.110(a)(13)*

The HomeSTEAD Charter School will follow FNSBSD policies except where waived. Some FNSBSD policies are elaborated/expanded upon in our Parent Handbook.

The Parent and Student Handbook may be found in Appendix E

FNSBSD policies and regulations may be found on the FNSBSD website at <https://www.k12northstar.org/school-board/policies-regulations>

The FNSBSD, as the chartering agency for The HomeSTEAD Charter School, makes its policies available on its website (<https://www.boardpolicyonline.com/?B=fAIRBANKS>) and provides pertinent regulations and school rules and procedures in staff and student handbooks. The HomeSTEAD Charter School will adopt those School District policies, except as waived in the contract between it and the FNSBSD (see Appendix E), and operate in compliance with the terms of the contract. As employees of the School District, all employees of the school will be guided by School District personnel policies.

The Charter School Act permits charter schools to operate free from specified state and local rules and regulations in order to effect innovative educational reform. The HomeSTEAD Charter School requires that it be permitted to operate free from those specified policies. Our school will operate in compliance with all other district policies and regulations and all applicable federal, state and local laws, rules and regulations, unless specifically waived. Waivers from specific District policies or regulations may be requested by The HomeSTEAD Charter School by submitting a written request to the Board of Education. The request shall include the reasons the Charter School is in need of or desires the waiver. Waivers of the policies and regulations may be granted only to the extent permitted by state law. In the event the District policy or regulation from

which the Charter School is requesting a waiver is required by state regulation, the District agrees to jointly request such a waiver from the State Board.

1. FNSBSD Board of Education policies, and their accompanying regulations, may be waived by the FNSBSD Board of Education or by the contract between the Charter School and the Board of Education.
2. By not receiving a waiver for a Board policy or regulation, it is understood that the governing board of the Charter School has adopted the policy or regulation as its own. Compliance will be consistent with federal and state law and the contract between the Charter School and the Board of Education. It is further understood that the premises, services, resources, personnel, students, etc. contained in the policy or regulation pertain to Charter School premises, services, personnel, students, etc. unless it is otherwise specifically agreed to by the Board of Education. Subsequent changes to such policies and regulations also apply to the Charter School unless waived by the Board of Education.
3. Waivers are requested for three reasons:
 - A. to delegate governing authority from the FNSBSD Board of Education to The HomeSTEAD Charter School APC
 - B. to change the substance of a policy or regulation
 - C. to delete a policy or regulation

The waivers requested by The HomeSTEAD Charter School are subject to the following assumptions:

Waivers from FNSBSD Board Policy **SEE CHART BELOW FOR UPDATED INFO**

- 935.1- Establishment of Charter Schools- We respectfully ask for a waiver to this policy. We are asking for a waiver to portions of this policy regarding the deadline and midyear start. The purpose of this is to ask that the board and the district grant us this so that we may potentially open the STEAD school at the start of the 2026 school year instead of after January 1st, 2027. We have received a large amount of public input on the opening date and feel delaying the opening would negatively impact enrollment, and equally feel that a midyear opening could cause difficulty finding staff, put undue stress on the staff, and also create unprecedented difficulty with navigating the collective bargaining agreement during a mid year start. We are willing to adopt the Effie calendar or even the district calendar for the first year, if this would help the timeline and help facilitate an earlier opening date. **DENIED**

- 324.1 – assignment and transfer of building administrator: The Homestead charter school is waiving these policies according to the Alaska state charter school law, the APC interviews, hires and evaluates the principal. **APPROVED**
- 941.1 School Calendar: The Homestead charter school has its own school day and instructional year which provides time and flexibility to support the schools mission. As such the homestead charter school will use its own calendar.
APPROVED
- 941.2 allocation and use of instructional time – school day – school term: the Homestead charter has its own instructional year and its own school day, which provides time and flexibility to support the school mission. **APPROVED**
- 921.1 Curriculum Development The HomeSTEAD charter is waiving these policies as we create and develop our own curriculum and tailor it to the model.
APPROVED
- 921.2 Selection of Instruction Materials The homeSTEAD charter is asking for a waiver for this policy as we choose our own materials separate from what the district provides other schools. **APPROVED**
- 325 Line and Staff Relations (Superintendent): Logic of waiver: Complaint process through Headteacher and APC, then escalates to district policy.
APPROVED
- 330 Administrative Committees (Superintendent’s approval): Logic of waiver: We are a smaller school that usually would be approved for those support teams.
- 971 K-12 Student Assessment: The STEAD school will follow its own grading policy. Greater detail on this is found starting on page 37. **APPROVED**
- AASB 6145.5 Student Led Groups: We request a waiver for this to allow for more freedom of scheduling for our student led groups. Due to our model and very rural location, some of our student led activities may need to be done outside of the “before school or immediately after school window.” Due to the mission and focus special education model at the HomeSTEAD school our student led clubs may need access to meet at additional times. Career technical education explorations and workshops may be needed to occur on weekends. Other examples may include: student led weekend foraging, student led summer garden care, weekend winter sports.
- Portfolios for grading: BP 972.21, Intermediate Grades BP 972.22, Primary GradesBP 972.23, Kinder Grades the homeSTEAD charter is asking for waivers to these policies so that we may use our own portfolio, grading system, and send out our own report cards separate from that of the district grading system.

We emailed Danette Peterson about these potential Waivers from the FEA negotiated agreement in January 2026 after an in person meeting in 2025.

February 2, 2026 we received confirmation that our waivers have been given to the FEA board for review. Once this is complete we will provide evidence of approval to the district admin.

- 401 Transfer and Reassignment
- 601 School Leadership Committee: In the event that we hire a Head teacher instead of a principal, we request a waiver of this policy. We will have less students than the traditional demographic for this team, but we see value in

having a leadership team given the unique composition and theme of our school.

- 505 Partial Attendance Days: Due to the nature of our alternative calendar, we request that the mandatory 3 early release days at the end of the semester have the option for flexibility. A possible alternative would be our quarter ends one day earlier and thus allows teachers a full day to do end of quarter assessments. The calendar would be adjusted to allow for the required 180 student instruction school days.
- 502 Early Outs on Fridays to give educators extended prep, grading, flex time, ect. where there are no students present.

TABLE OF UPDATED LIST OF WAIVERS APPROVED/DENIED BY SCHOOL BOARD ON 4/7/26

Policy Number	Charter School Application Reasoning	Administration Recommendation
324.1: School Building Administration - Assignment and Transfer of Building Administrator	<i>The Homestead charter school is waiving these policies according to the Alaska state charter school law, the APC interviews, hires and evaluates the principal.</i>	Yes, recommend approval. The numbering will change with Article 4 Adoption.
325: Staff Relations	<i>Logic of waiver: Complaint process through Headteacher and APC, then escalates to district policy.</i>	Yes, recommend approval. The numbering will change with Article 4 Adoption.
5121: Grades/Evaluation of Student	<i>Portfolios for grading: the homeSTEAD charter is asking for waivers to these policies so that we may use our own portfolio, grading system, and send out our own report cards separate from that of the district grading system.</i>	Yes, recommend approval.
5126: Awards for Achievement	<i>Awards for Achievement: the Homestead charter school is asking for a waiver from this policy as we received donations from many community organizations and recognize that those sponsored contests and activities that these organizations do reflect significant education, educational value, and or are consistent with our</i>	Yes, recommend approval.

	<i>school's mission.</i>	
6111: School Calendar	<i>School Calendar: The Homestead charter school has its own school day and instructional year which provides time and flexibility to support the schools mission. As such the homestead charter school will use its own calendar.</i>	Yes, recommend approval.
6112: School Day	<i>School Day: the Homestead charter has its own instructional year and its own school day, which provides time and flexibility to support the school mission.</i>	Yes, recommend approval.
6141: Curriculum	<i>Curriculum Development The HomeSTEAD charter is waiving these policies as we create and develop our own curriculum and tailor it to the model.</i>	Yes, recommend approval.
6161.1: Selection of Materials	<i>Selection of Materials: the homeSTEAD charter is asking for a waiver for this policy as we choose our own materials separate from what the district provides other schools.</i>	Yes, recommend approval.
935.1: Establishment of Charter Schools - Application Submission	<i>Establishment of Charter Schools- We respectfully ask for a waiver to this policy. We are asking for a waiver to portions of this policy regarding the deadline and midyear start. The purpose of this is to ask that the board and the district grant us this so that we may potentially open the STEAD school at the start of the 2026 school year instead of after January 1st, 2027. We have received a large amount of public input on the opening date and feel delaying the opening would negatively impact enrollment, and equally feel that a midyear opening could cause difficulty finding staff, put undue stress on the staff, and also create unprecedented difficulty with navigating the collective bargaining agreement during a mid year start. We are willing to adopt the Effie calendar or even the district calendar for the first year, if this would help the timeline and help facilitate an earlier opening date.</i>	No, do not recommend approval.

FEA WAIVER:

Date: March 31, 2026

From: FEA President Danette L. Peterson: Fairbanks Education Association

To: Jasmine Wicks and the APC Two Rivers HomeSTEAD Charter

Regarding: Request for waiver from Article 502 of the negotiated agreement between FEA and the Board of Education for the FNSBSD, July 1, 2023-June 30, 2026

Article 502 Section II of the negotiated agreement states as follows:

- I. *All secondary, including middle school, teachers shall be allotted one (1) class period within each student school day for preparation of professional assignments.*

Teachers in high schools with rotating schedules will be allotted preparation time consisting of no less than an average of two hundred fifty (250) minutes a week, in blocks of time of not less than fifty (50) consecutive minutes, nor more than one hundred (100) consecutive minutes, to be distributed throughout the student contact week. Teachers in middle schools with rotating schedules will be allotted preparation time consisting of no less than an average of two hundred twenty-five (225) minutes a week, in blocks of time not less than forty-five (45) consecutive minutes, to be distributed throughout the student contact week.

- II. *All elementary teachers shall be allotted at least thirty (30) consecutive minutes for preparation at the beginning of the teacher work day.*

In addition, the principal will schedule one hundred eighty (180) minutes of preparation time per week during the student contact day. Prep time will be scheduled in blocks of not less than thirty (30) consecutive minutes, and no more than sixty (60) minutes will be scheduled during any one (1) student contact day. The schedule will be created for a normal week.

The Fairbanks Education Association Board of Directors met on March 31, 2026, during a specially convened Board meeting. At that meeting, the FEA Board took up the matter of the Two Rivers HomeSTEAD Charter APC's request for waiver of Article 502 Sections I and II of the negotiated agreement. The matter was properly noticed on the agenda. I had a telephone conversation with Jasmine Wicks, APC member of the Two River HomeSTEAD Charter prior to the scheduled FEA Board meeting, and I was able to share out the pertinent parts of that conversation with Board members.

It is worth noting that on February 24, 2026, the FEA Board met during its regularly scheduled monthly meeting. Properly noticed and discussed during that meeting was Two Rivers HomeSTEAD Charter's request for four (4) separate waivers of the FEA and District negotiated agreement. After careful consideration and thoughtful discussion, the FEA Board ultimately voted to deny the four requested waivers but did recommend through discussion the possible desire of Two Rivers HomeSTEAD Charter to seek a waiver of Article 502 in order to provide some flexibility to meet preparation time minutes in light of the anticipated small staff. On March 24, 2026, Jasmine Wicks of the Two River HomeSTEAD Charter APC sent an email to FEA seeking such a waiver and flexibility in ensuring teachers receive the minimum number of preparation minutes, even when faced with staff absences or when unexpected homesteading activities require staff to shift their preparation time to ensure adequate supervision of students. A cited example by the Two Rivers HomeSTEAD Charter APC of an unexpected homesteading activity that would require additional staff supervision was the dissection of a moose if it were to receive a roadkill call.

Two Rivers HomeSTEAD Charter is applying for school board approval of its charter on or about April 7, 2026. It proposes to be a year round school focusing its curriculum on homesteading activities throughout the year. If the charter is granted, it will be located in Salcha, where its elementary school was recently closed. The charter proposed to serve no less than 72 students. It proposes to employ 4-6 certified educators along with classified staff.

Charter schools have commonly received preparation time as times other than those times specifically negotiated in the collective bargaining agreement between FEA and the District. Chinook Montessori and Effie Kokrine Charter Schools are two examples. While FEA has previously agreed to alternative distribution plans for preparation minutes, it has not agreed to the reduction of preparation minutes that teachers received as set forth in Article 502 of the collective bargaining agreement. The waiver sought by Two Rivers HomeSTEAD Charter does not seek a reduction of preparation minutes, merely an alternative distribution of those minutes should the need arise due to staffing shortages or when unexpected activities require additional staff supervision of student activities.

Waiver Granted:

Based on the unique needs of the staff and students at Two Rivers HomeSTEAD Charter and assurances received by Jasmine Wicks and the Two Rivers HomeSTEAD Charter APC that each teacher will receive the required preparation minutes at the beginning of the contract day, prior to the arrival of students, and the ending of the contract day, after

the dismissal of students, and on their early dismissal Fridays, the FEA Board voted to waive all sections of Article 502 Sections I and II except for the following:

Section I *“All ... [t]eachers in middle schools... will be allocated preparation time consisting of no less than an average of two hundred twenty-five (225) minutes a week.”*

Section II *“All elementary teachers shall be allotted at least thirty (30) minutes for preparation at the beginning of the teacher work day. In addition, the principal will schedule one hundred eighty (180) minutes for preparation time per week.”*

The FEA Board would like to thank Jasmine Wicks and the APC of the Two Rivers HomeSTEAD Charter for their innovative school model that seeks to meet the unique needs of many of our community’s students and families.

Article 502 Section I of the negotiated agreement states as follows:

~~I. All secondary, including middle school, teachers shall be allotted one (1) class period within each student school day for preparation of professional assignments.~~

~~Teachers in high schools with rotating schedules will be allotted preparation time consisting of no less than an average of two hundred fifty (250) minutes a week, in blocks of time of not less than fifty (50) consecutive minutes, nor more than one hundred (100) consecutive minutes, to be distributed throughout the student contact week.~~

~~Teachers in middle schools with rotating schedules will be allotted preparation time consisting of no less than an average of two hundred twenty-five (225) minutes a week, in blocks of time not less than forty five (45) consecutive minutes, to be distributed throughout the student contact week.~~

Article 502 Section II of the negotiated agreement states as follow:

All elementary teachers shall be allotted at least thirty (30) consecutive minutes for preparation at the beginning of the teacher work day.

In addition, the principal will schedule one hundred eighty (180) minutes of preparation time per week during the student contact day. Prep time will be scheduled in blocks of not less than thirty (30) consecutive minutes, and no more than sixty (60) minutes will be scheduled during any one (1) student contact day. The schedule will be created for a normal week.

Approved by the FEA Board of Directors March 31, 2026

Danette L. Peterson, FEA President

iii. Provide information on how the charter school will meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; including who will be responsible, what mechanism(s) they will use and how often contact(s) will take place. AS 14.03.255(b)(3)

The APC, which consists of parent and staff representatives, will meet a minimum of six times per year to discuss the daily operation, policies, and mission of the school. In addition, regular staff meetings will be held and serve as a platform for teachers and staff members to review, evaluate and improve curriculum, policies, school and community events, safety protocols, and school-to- parent communication and relationships. In order to review, evaluate, and improve the operations of the HomeSTEAD school, we will utilize the FNSBSD School Climate Survey, Staff feedback survey and any others recommended by the FNSBSD. The administrator will hold weekly staff meetings to encourage staff collaboration. Parents and teachers will be encouraged to attend the monthly APC meeting. A dedicated portion of this meeting will be allotted for parent and teacher feedback about the handbook. We will offer attendance of these meetings over zoom, and they shall be recorded for our own records. Our Head Teacher/ Principal will provide parents with a Newsletter and Calendar of events no less than once a month. There is a public comment box located in the front office. We will utilize the same standardized assessments selected by the Fairbanks School District and defer to guidance from the district policy in goal setting and the evaluation of meeting those goals. The Principal/ Head teacher, in collaboration with the APC, is responsible for delegating these tasks and ensuring completion of the above. Our teachers/staff shall post regular updates on parent square to keep parents abreast on the everyday occurrences at the school. Staff will also use parent square to post volunteer opportunities for parents. Every Spring the HomeSTEAD school will schedule an All School Meeting for parents and teachers hosted by the APC. The purpose of this meeting will be to report on the status of previously set goals and progress made by the APC in regards to the APC's Policies and goals. Per our Bylaws, the public is invited and encouraged to attend the monthly APC meetings.

iv. Provide information on how the charter school will meet the requirements of conferring with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals; including who will be responsible, what mechanism(s) they will use and if contact(s) will take place more frequently than once a year. AS 14.03.255(b)(4)

The APC, which consists of parent and staff representatives, will meet a minimum of six times per year to discuss the daily operation, policies, and mission of the school. The APC secretary will be responsible for coordinating those meetings and making sure they are scheduled. The APC Chair and the charter school administrator will be responsible to bring relevant information for discussion at the scheduled meetings.

v. *Provide a description of the school schedule and calendar. 4 AAC 33.110(a)(*

The HomeSTEAD Charter School's calendar is a year-round model conducive with our homestead theme and agricultural focus. We have developed an alternative schedule that supports farming cycles, seasonal harvesting, and hands-on community work. This schedule will allow students to engage in meaningful, real-world learning experiences while also supporting the needs of the school and the broader community. Flexibility in scheduling will ensure alignment with academic rigor and the practical skills necessary for self-sufficiency and sustainability. Students may be dropped off from 8:20am until 8:45am.

School starts at 8:45am. Students will engage in a full school morning meeting with the administrator. This morning meeting is brief and offers a chance to keep students involved in the day to day operations of the school and creates an inclusive culture while helping to nurture listening and communication skills through various student centered activities. On occasion the morning meeting may be shorter and when there are special events (such as our attendance celebration) this morning meeting could extend beyond normal class dismissal times.

All classes will start their day with student check-in's and personal growth and development time. Teachers will fine tune the daily schedule to provide the students with routine and structure. There will be an allotted time for lunch. During the school week children will engage in their core curriculum, HomeSTEAD integration, enrichment, and also have dedicated time for movement and play throughout the week. Students will have library and computer lab time with their class on a staggered schedule to ensure that all classes get equal access to our library and computer lab. Throughout the school year class will take place outside while students engage in STEAD themed activities such as gardening, learning physics using a broadfork, and nature journaling. Students begin the dismissal process at 3:15 pm M-Th, and 2:15pm on Friday.

Library time and date will alternate to allow ample Library time for all students. This is an example of the master schedule and seasonal STEAD alignment.

2026-2027 HomeSTEAD Charter Academic Calendar

July	
2-3	District Offices Closed
15-17	Professional Development (No School)
20-21	Teacher Work Day (No School)
22	First Day of School

August	
13-14	Professional Development (No School)

September	
3-4	Parent Teacher Conferences (No School)
7	District Offices Closed
7-18	Subsistence Break (No School)

October	
2	End of 1st Quarter (Early Dismissal)

November	
23-27	No School
26-27	District Offices Closed

December	
9-11	Early Dismissal
11	End of 2nd Quarter/ 1st Semester
14-31	Winter Break (Schools Closed)
24-25	District Offices Closed

Symbol Key	
	District Offices Closed
	Early Dismissal
	No School
	Parent Teacher Conferences (No School)
	Professional Development (No School)
	Teacher Work Day (No School)
	State Testing Window
	End of Quarter

July 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

January	
1	District Offices Closed
4	Teacher Work Day (No School)
5	Professional Development (No School)
18	District Offices Closed

February	
18-19	Parent Teacher Conferences (No School)

March	
5	End of 3rd Quarter (Early Dismissal)
8-19	Spring Break (No School)
11-12	District Offices Closed
29	Statewide Testing Window Begins

April	
22-23	No School
30	Statewide Testing Window Ends

May	
25-27	Early Dismissal
27	Last day of school
	End of 2nd Semester
28	Teacher Work Day (No School), Tentative Make-Up Day for Inclement Weather
31	District Offices Closed

June	
1-4	Tentative Make-Up Days for Inclement Weather



Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:20-8:45 am	Breakfast/Arrival				
8:45-9:00 am	Morning Meeting				
9:00- 9:30	Social Emotional Learning (SEL)				
9:30-10:00	Math	ELA	Math	ELA	Math
10:00-10:40	Enrichment/Specials (Art, Gym, Library, STEAD, Computer Lab)				
10:40-11:10	ELA	Math	ELA	Math	ELA
11:10-11:15	Tidy/ Snow Gear				
11:20-11:50	Lunch K-4/ Recess 5-8				Lunch K-4/5-8 STEAD Life Skills
11:50-11:55	Tidy/Snow Gear				
11:55-12:25	Lunch 5-8/ Recess K-4				Lunch 5-8/K-4 STEAD Life Skills
12:25-12:30	Tidy/ Snow Gear				
12:30-1:00	Math				ELA/Nature Journal
1:00-1:45	STEAD block focus on Seasonal Projects/Labs				
1:45- 2:15PM	ELA/Nature Journal				STEAD Integration ends 2:05pm
2:15-2:45	Social Studies				Tidy for 2:15 Dismissal
2:45-3:10	Flex Time (Reading, Art, Extra Support/Interventions)				
3:10-3:15	Tidy/ Snow Gear				

TIME FRAME	FOCUS	SEASONAL PROJECTS & LABS
July	STEAD	Introduction to HomeSTEAD
August	Hunter Gatherer Safety	Field Safety, Local Botanical Taxonomy, Herd behaviors.
August 24- Sept 4th	Map Testing (Math, ELA, Reading)	
September 7th-18th	SUBSISTENCE BREAK	
September	My Eco System	Harvest, Trees & Forrest, Weather & Seasons, Soil & water, Introduction to Life cycles
October	Preparing For Winter	Birds & Migration, People & Places, Large Animals, Small animals, Harvest Festival
November	Snow and Ice	Snow Science, Winter Survival, Glaciers & Ice, Changing Climates.
Nov 30th - Dec 11th	Winter MAP testing (Math, ELA, Reading)	
December	My Place In Space	Land of Extremes, Aurora Borealis, Stars & Stories
Dec 14th-Jan 1st	WINTER BREAK	
January	Alaskan Studies	Geography, Geology, People & History, Alaskan Foods, Ice Fishing
February	Natural Cycles	Earth & Moon, Life Cycles of Plants & Animals, Carbon Cycle
March 8-19th	SPRING BREAK	
March	Winter to Spring	Winter Survival Part 2, Soil Science, Garden Planning, Spring in the forrest
March 29th - April 30th	AK Star Testing Window	
April-May	Life on the Farm	Farm Animals, Sheep and Wool, All about Honey Bees, Starting Seeds

vi. *If applicable: Provide information on alternative educational options for students not wishing to attend the charter if the charter school is the only school in the community. 4 AAC 33.110(a)(12)*

The FNSBSD offers a wide range of educational options for students. At the elementary level students have the option to be bussed to and attend Weller. At the middle school level, the district has three traditional middle schools in Fairbanks, and one in North Pole. The district also has a K-8 magnet school, Barnette, and four other K-8 charter schools, Boreal Sun, Chinook Montessori, and Watershed. Effie Kokrine Charter School also has a middle school program. The district provides home school and correspondence options with Fairbanks B.E.S.T. It is our hope to incorporate a fee based alternative learning experience where homeschool students could invest their stipend with the FNSBSD and take part in our environmentally sensitive, Alaska specific nature studies and interactions. It is our goal to offer outdoor pursuits where we embrace nature as a class room and teach farm to food sustainability to the younger generations. It is our goal to start by opening this opportunity to the students enrolled in BEST homeschool and then expand this enrollment to other correspondence schools for a fee. Through our HomeSTEAD field school we hope to recruit parents that may not currently choose to enroll their children in FNSBSD public schools. One of our goals is to encourage local families to reinvest homeschool stipends/funding allocations (especially funding through correspondence programs outside the FNSB) back into the Fairbanks North Star Borough School District.

Per federal and state law, students with special needs are served throughout the district, with services and programs available depending on student needs as determined by the appropriate IEP or 504 team. The HomeSTEAD school will accept lottery applications from all students for whom the HomeSTEAD school has been identified as their least restrictive environment.

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter school application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
<i>Section 2</i>	<i>Page Number location(s) of response(s) including Appendices</i>	<i>Reviewer's notes Rating: Compliant/Noncompliant</i>
<i>Description of administrative oversight</i>	<i>Page 12</i>	Compliant-JT
<i>Evidence of written administrative policy manual</i>	<i>Pages 12-19, Appendix E Page 131</i>	Appendix E- Parent/Student Handbook Compliant-JT
<i>Description of regular parent and teacher contacts for continuous improvement</i>	<i>Page 20</i>	Compliant-JT
<i>Description of APC meeting(s) to monitor progress</i>	<i>Pages 20-21</i>	6 times/per year Compliant-JT
<i>Description of school schedule and calendar</i>	<i>Pages 21-23</i>	8:45-3:15, 8:45-2:15 Friday Sample calendar and schedules attached; Compliant-JT
<i>Alternative options for students if no other educational program exists</i>	<i>Page 24</i>	Compliant-JT

Section 3: Educational Program and Student Achievement

Type text here

- i. *Provide a description of the educational program to be offered at the charter school. Information in this section should explicitly detail if the program is designed to meet the needs of students in a particular age group or grade level and/or meet the needs of students who will benefit from a particular teaching method or curriculum. AS 14.03.255(c)(1), AS 14.03.265(a)(1-3), 4 AAC 33.110(a)(5)*

The HomeSTEAD Charter School follows a STEAD (Science, Technology, Environment, Agriculture, and Design)-integrated curriculum designed to foster hands-on, place-based learning. The school consists of multi-grade classrooms ranging from kindergarten to eighth grade, serving up to 100 full-time students and additional correspondent

students for field classes. A looping model is used, where students remain with the same teacher for two years, allowing for deeper connections and continuity in learning. Multi-grade classrooms span two different grade levels, supporting collaboration and peer mentorship. Teachers align curriculum and classroom structures with developmentally appropriate pedagogy, guiding students through a learning progression that begins with understanding themselves, their homes, and their families, then expands outward to their community, environment, and the world. Through this HomeSTEAD-focused place-based education, students develop a strong foundation in interdisciplinary learning, critical thinking, and problem-solving, creating meaningful connections between their studies and real-world applications.

Kindergarten – 2nd Grade: Homesteading and Connection to the Land

In the early grades, students explore the environment through inquiry and hands-on experiences, laying the foundation for sustainability. Kindergarteners begin by learning about local plants, animals, and the life cycles of living things, developing responsibility and kindness in their interactions with nature. They care for plants and classroom animals, fostering a sense of ecological responsibility. First and second graders build on this foundation by exploring local ecosystems, gardening, and understanding the role of homesteading in land management. They use simple tools and methods to care for the land and practice teamwork and problem-solving in the context of sustainable agriculture. Students begin to understand the interconnectedness of natural systems and how to work with the land to support long-term sustainability, preparing for future hands-on experiences in homesteading and environmental responsibility.

3rd Grade – 5th Grade: Expanding Homesteading Skills

Students in these grades deepen their knowledge of sustainable farming, ecological responsibility, and technological solutions that support homesteading practices. Third graders explore the natural world, focusing on local ecosystems, the impact of weather patterns on farming, and the importance of pollinators. They learn about the water cycle and soil health and apply basic farming techniques, using simple technology such as garden tracking tools. Fourth graders integrate design and engineering principles, building projects like rainwater collection systems and small shelters, learning how technology can support sustainable living practices. Fifth graders expand their knowledge with topics like crop rotation, soil science, and energy-efficient structures, designing and constructing projects such as greenhouses or cold frames. Through outdoor activities and hands-on projects, students strengthen their bond to the land and gain practical experience in sustainable agriculture, technology, and ecological responsibility.

6th Grade – 8th Grade: Advanced Homesteading Practices and Sustainability

In middle school, students apply their scientific thinking and technological knowledge to real-world challenges. Sixth graders engage with regenerative farming techniques and permaculture, learning to manage ecosystems for long-term health. They design and build structures such as solar-powered greenhouses and rainwater systems, using modern tools to solve environmental challenges. Seventh and eighth graders delve deeper into topics like soil conservation, renewable energy, and the carbon cycle, using

technology to optimize farming practices. They also study the cultural history of homesteading in Alaska, understanding how communities adapt to the land for food, shelter, and sustainability. Through design, engineering, and problem-solving, students create eco-friendly buildings and explore farming systems that thrive in Alaska's harsh climate. These middle school students also take on leadership roles by mentoring younger grades, practicing environmental management, and fostering collaboration. They work to innovate and build sustainable solutions, integrating science, technology, design, and ecological responsibility into their projects.

ii. Provide a written plan that addresses the teacher-to-student ratio, including projected enrollment figures. 4 AAC 33.110(a)(16)

The goal is to maintain a teacher-to-student ratio of 1:20–23, which equates to about 10–12 students per grade level. This structure supports individualized attention, fosters a high-quality learning environment, and meets students' academic and emotional needs while maintaining fiscal responsibility.

Projected Enrollment Figures

For the 2024–2025 school year, the school enrolled 69 students, operating at roughly 70% capacity. This placed the school in a reduced model, prompting the development of strategies to increase enrollment. During the year, enrollment briefly reached 72 students, nearing the minimum operational threshold of 75. The DEED capacity for the school is 98 students, and the charter plans to enroll 90–100 full-time students for the 2026–2027 school year. The projected enrollment breakdown for 2026–2027 is as follows:

- **Projected Enrollment:** 90–100 full-time K–8 students
- **Field Courses (Correspondent Students)** 25 correspondent students per field course or staying near a 1:23 adult-to-student ratio for combined correspondent and full-time students, with at least one staff member present.
- **DEED Capacity:** 98 students
- **Teacher–Student Ratio Goal:** 1:20 to a maximum of 1:23
- **Full Enrollment Goal:** 100 full-time students (102% of DEED capacity)
- **Capacity Utilization:** 102% for full-time enrollment; field courses may exceed this by adding approximately 25 correspondent students per course.
- **Maximum Capacity During Field Courses:** Up to approximately 125 students on school grounds at any one time; including various indoor/outdoor classes, special events and activities during school hours.

Staffing Plan Based on Current Enrollment

At the current projected enrollment of 90 to 100 students, the staffing requirement would be:

- **Number of Teachers Needed:**

90 students ÷ 20 students per teacher = **Approximately 5 teachers**

100 students ÷ 20, 23 students per teacher = **Rounded up to 5 teachers**

This staffing estimate will meet the target teacher-to-student ratio for the current enrollment.

Staffing Plan Based on Projected Capacity

As enrollment fluctuates or grows, staffing needs will be evaluated accordingly. For example, if enrollment only reaches closer to the 90 students for the school year, staffing hired will only reach a half-time aide as opposed to the 3.5 allotted in the 100 student budget. If enrollment does not meet the threshold, there would be a drop from 6.5 certified staff members to 5.5 at a student population of 80- 88 students. Additional costs may be considered in terms of student curriculum materials and supplies with less students being serviced for that school year. With plans to bring up enrollment through outreach events and opportunities for correspondent students continuously with the goal of reaching 90+ full time students for the following school year.

Employment at The HomeSTEAD school follows district hiring practices. We humbly ask that our head teacher or administrator be allowed to be a part of the interview process. The school will provide HR with documents that help prospective employees ensure that the school's mission and unique attributes align with what they are seeking in a place of employment. All provisions of applicable collective bargaining agreements apply to staff members at The HomeSTEAD Charter School, unless otherwise waived in this charter. All teachers will be evaluated in an equivalent manner as all other teachers in the district.

The HomeSTEAD school will have 1 Head Teacher or a principal. Up to 2 certified teachers may be members of the leadership team, and 3.5 Certified Teachers and 0.5 Special education teacher. Other staff members include a minimum of 2 classroom paraprofessionals, one custodian, one administrative secretary.

Leadership Team Teacher (s) (Lead teachers may be full or half time):

TBD Certified Teacher- Mr. Theo DeLaca (pending hiring process)

Custodian: Jimmy Rogers(pending hiring process)

Full time classroom tutor: Patricia Baer (pending hiring process)

Full time aid: Sandra Wolfe (pending hiring process)

Classroom Paraprofessional Part-Time Aid: Renee Morales (pending hiring process)

All positions pending applicant interest and district hiring process.

All teachers will receive the daily prep time required under the FEA Negotiated Agreement. On early-release days, a portion of that time may be used for teacher preparation time. During flex time (example: library, movement, computer lab) our Head-teacher or principal, classroom aids, or paraprofessionals will be utilized to cover classes during required lunch breaks and prep time for educators. Recess, movement,

open-gym and HomeSTEAD classes will also help provide teachers with dedicated prep time throughout the week.

Additional Staffing Considerations

In addition to core teaching staff, the school may require additional support staff to ensure a smooth educational experience, including:

- **Aides:** Classroom aides may be employed to support larger classrooms or assist students with specific needs, ensuring that each student receives the attention they require.
- **Specialized Staff:** If needed, specialized staff such as special education teachers or other support staff will be employed to meet the diverse needs of students.
- We do plan to utilize title one funds, should we be allocated those, to add additional staff when possible.

Strategies during the school year

- **Flexible Staffing Strategy:**
 - Combining classes or adjusting schedules can be considered in cases of lower-than-expected enrollment, minimizing the need for additional hires.
- **Maximizing Existing Resources:**
 - Maximizing the multi-grade classrooms will be utilized when possible to optimize existing teacher resources.
 - Teachers may also be asked to incorporate interdisciplinary lessons to use their time more effectively across subjects.

Monitoring and Adjustments

To ensure alignment with both enrollment and budget expectations, the following monitoring strategies will be put in place:

- **Quarterly Enrollment Reviews:**
 - Enrollment numbers will be reviewed regularly (e.g., quarterly) to assess staffing needs and ensure resources are properly allocated.

Staffing Adjustments:

- In cases of declining enrollment, the school may consider reducing staff levels to remain cost-effective. Reduction timelines would follow the FNSBSD policy and Negotiated Agreement, and no mid-contract reductions will be made based on enrollment.
- **Budget Review:**
 - The school will conduct regular budget reviews—quarterly or more frequently as needed—to ensure that operational costs align with financial projections, making adjustments as necessary to prevent overspending.

- **Proactive Staffing for Growth:**
 - Projections for future enrollment growth or decline will guide the decision-making process, allowing the school to anticipate staffing needs in a cost-effective manner as enrollment trends evolve.

Conclusion

The staffing plan is designed to maintain the target teacher-to-student ratio of 1:20 to 1:23 while ensuring flexibility to accommodate changing enrollment figures. At 90-100 students, the school will maintain approximately 5 full-time teachers. The school will have a head teacher or a principal. We hope to have a head teacher for 1 to 2 years and then will re-evaluate as needed if our headteacher and/or APC vote change that structure or if the headteacher retires or leaves the district employ. Should funds allow, we are willing to look at moving to a principal, in the future and that is why you may see "principal or head teacher" in this application. As enrollment fluctuates, staffing levels will be adjusted based on actual student numbers before that school year begins. Budget expectations will be met by making informed staffing decisions, using flexible strategies, and regularly monitoring enrollment and financial data to ensure resources are allocated efficiently.

This plan supports the school's mission and ensures high-quality education while remaining responsive to changes in student enrollment and budget constraints.

iii. Provide evidence of a written instructional program that addresses state content standards under 4 AAC 04 and aligns with the content on the statewide assessment system under 4 AAC 06.710-4 AAC 06.790 marked as Appendix F. 4 AAC 33.110(a)(6)

The charter school will provide a K–8 program using research-based, standards-aligned curricula. For English Language Arts, the school will use materials from Wit & Wisdom by Great Minds, aligned to Alaska ELA standards ([alignment charts](#) -on website). For example, in Module 1, Grade 3, students focus on analyzing text structure and key ideas, directly supporting Alaska standards for reading comprehension (RL.3.2, RI.3.2). In Grade 5, Module 2, students study figurative language and word meaning in context, aligning with Alaska standards for vocabulary acquisition and usage (L.5.4, L.5.5). Across all grades, Wit & Wisdom incorporates close reading, text-dependent questioning, and writing tasks that are explicitly mapped to Alaska standards, ensuring instruction prepares students for statewide assessments while building critical reading and analytical skills.

In multi-grade classrooms, students engage with shared texts and lessons to build common knowledge, vocabulary, and reading skills. Whole-group instruction focuses on high-quality anchor texts, discussion routines, and foundational literacy practices that are accessible to all students. Grade-level standards are addressed through differentiated expectations: lower-grade students receive scaffolds such as sentence starters, guided oral responses, or simplified writing tasks, while upper-grade students extend their thinking through more complex analysis, evidence-based writing, and

independent application of skills. Small-group instruction provides targeted support to reinforce grade-specific standards, address gaps, and extend learning. This approach ensures that all students meet their respective Alaska ELA standards while benefiting from rich, collaborative, and content-focused instruction.

Example:

3 | Alaska Standards Correlation to *Wit & Wisdom*

Reading Standards for Informational Text

Key Ideas and Details

Alaska Standards	Aligned Components of <i>Wit & Wisdom</i>
RI.3.1 Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the text says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.	Grade 3, Module 1, Lessons 10, 11, 12, 13, 14, 15, 16, 17, 19, 23, 24, 25, 27, 28, 29 Grade 3, Module 2, Lessons 1, 2, 3, 4, 5, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 26, 29, 30, 35, 36 Grade 3, Module 3, Lessons 1, 15, 16, 17, 19, 21, 35 Grade 3, Module 4, Lessons 4, 5, 6, 7, 8, 9, 10, 13, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34
RI.3.2 Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.	Grade 3, Module 1, Lessons 12, 14, 16, 17, 18, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32 Grade 3, Module 2, Lessons 2, 4, 6, 7, 9, 16, 17, 18, 21, 22, 35 Grade 3, Module 3, Lessons 19, 20 Grade 3, Module 4, Lessons 6, 7, 16, 23, 24, 27, 28
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Grade 3, Module 1, Lessons 25, 27 Grade 3, Module 2, Lessons 2, 4, 5, 8, 9, 10, 11, 12, 14, 15, 16, 18, 20, 25, 26, 33, 34 Grade 3, Module 3, Lessons 17, 18 Grade 3, Module 4, Lessons 5, 21

Early literacy instruction we will utilize UFLI Foundations. UFLI Foundations is fully aligned with Alaska Reading Foundational Skills (RF K–3). Specific examples of alignment include:

- **Print Concepts (RF.K.1):** Students practice left-to-right tracking, identifying upper- and lowercase letters, and distinguishing words from letters within sentences through guided print routines.
- **Phonological Awareness (RF.K.2 & RF.1.2):** Lessons include segmenting and blending phonemes, manipulating sounds in words, and recognizing rhymes and syllables.
- **Letter–Sound Correspondence (RF.K.3 & RF.1.3):** Explicit instruction in consonants, vowels, digraphs, blends, and r-controlled vowels ensures students can decode and encode words accurately.
- **Word Recognition & Syllable Patterns (RF.2.3 & RF.3.3):** Students decode multisyllabic words using syllable division rules and apply morphological awareness with prefixes, suffixes, and roots.
- **Fluency (RF.1.4, RF.2.4, RF.3.4):** Decodable texts aligned to taught skills provide repeated reading opportunities to build accuracy, expression, and reading rate.
- **Encoding & Spelling:** Students apply phonics and morphology instruction to write and spell words correctly, reinforcing reading skills.

- **Comprehension Support:** Decodable passages integrate taught phonics patterns, allowing students to practice reading for meaning in connected text.

For mathematics, the school will use Dimensions Math from Singapore Math (K–8), which provides a coherent, concept-based progression of skills aligned with Alaska Mathematics Standards. For example, in Grade 2, students work on understanding place value and performing multi-digit addition and subtraction, directly supporting Alaska standards 2.NBT.1–2.NBT.7. In Grade 4, Module 3 focuses on understanding fraction equivalence and comparison, addressing standards 4.NF.1–4.NF.3. In Grade 6, students explore ratios, rates, and proportional relationships, aligning with standards 6.RP.1–6.RP.3. Across all grades, Dimensions Math emphasizes problem-solving, mathematical reasoning, and real-world application, which supports Alaska standards for mathematical practice while allowing integration with the HomeSTEAD theme in lessons and projects that connect math to science, technology, agriculture, and design. (**Dimensions Scope & Sequence K-5** and **Dimensions Scope & Sequence 6-8**)

Example:

Dimensions Math® 6-8 Scope & Sequence

Dimensions Math 6A			
Chapter	Chapter Title	Lesson	Lesson Title
1	Whole Numbers	1	Order of Operations
		1A	Expressions and Equations
		1B	Exponents
		1C	Order of Operations without Parentheses
		1D	Order of Operations with Parentheses
		2	Factors and Multiples
		2A	Factors
		2B	Multiples
		3	Multiplication
		3A	Properties of Multiplication
		3B	Mental Multiplication
		4	Division
		4A	Properties of Division
		4B	Mental Division
2	Fractions	1	Multiplication of Fractions
		1A	Multiplication of a Proper Fraction by a Whole Number
		1B	Multiplication of a Proper Fraction by a Fraction
		1C	Multiplication of an Improper Fraction or a Mixed Number by a Whole Number
		1D	Multiplication of an Improper Fraction or a Mixed Number by a Fraction
		2	Division of Fractions
		2A	Division of a Whole Number by a Fraction
		2B	Division of a Fraction by a Whole Number
		2C	Division of a Fraction by a Fraction
3	Decimals	1	Addition and Subtraction of Decimals
		1A	Structure of Decimals
		1B	Adding and Subtracting Decimals
		2	Multiplication of Decimals
		2A	Decimal Number System
		2B	Multiplier and Product
		2C	Multiplying Decimals
		3	Division of Decimals
		3A	Divisor and Quotient
		3B	Dividing Decimals
		4	Metric Measurements and Decimals

The HomeSTEAD Charter School has established partnerships with Calypso Farms and One Tree at UAF. Our thematic STEAD materials will be aligned with existing local curriculum frameworks and adapted to meet the learning needs of each grade. These partnerships support hands-on, real-world learning experiences connected to the

school's science, technology, environment, agriculture, and design focus. Further details on curriculum alignment and implementation are provided in Appendix F.

Teachers will use the **FNSBSD Curriculum Guides** to guide instruction in subjects, such as **language arts, math, science, social studies**, and other subjects. These guides keep instruction aligned with district and state objectives while allowing teachers to incorporate HomeSTEAD principles to deepen students' understanding of real-world applications. Science lessons may connect to local ecosystems and sustainable agriculture, while technology instruction will include projects exploring innovative solutions for farming and environmental management. Social studies and arts education will explore local history, land use, and the cultural significance of homesteading in Alaska. As students advance through grade levels, they will participate in increasingly complex, hands-on projects that integrate these disciplines, culminating in collaborative initiatives that blend design, technology, and sustainability.

Through this integration, The HomeSTEAD Charter School will offer students a well-rounded education that not only aligns with the approved curriculum but also prepares them to be thoughtful, innovative problem-solvers committed to sustainability and environmental responsibility. For science we have been donated the yksd curriculum materials and cross referenced this with Fairbanks North Star Borough Curriculum goals. We will use free materials resources when available and as funding becomes available we will purchase "Inspire" by McGraw Hill which is approved and aligned with the state of Alaska Standards. Supplemental science resources include: The Inspire program, Alaska Ecology, and Calypso Farms "curriculum."

M Alignment: K–5 Science (Standards-Based Using Inspire Science)

Grade	Primary Focus (Alaska Science Standards)	Textbooks / Materials (YKSD-Adopted)	Notes for Charter Application
Kindergarten	Observing weather & seasons, forces in motion, basic plant/animal needs	McGraw Hill Inspire Science – Kindergarten	Hands-on activities prioritized; minimal specialized equipment
Grade 1	Sound & light, basic patterns in the sky, life cycles	Inspire Science – Grade 1	Includes simple investigation kits
Grade 2	Changes in matter, habitats, Earth events	Inspire Science – Grade 2	Strengthens early engineering practices
Grade 3	Ecosystems & inheritance, balanced forces, Earth systems	Inspire Science – Grade 3	Add small STEM maker kits

Grade 4	Energy, waves, Earth materials, animal/plant structures	Inspire Science – Grade 4	Rock/mineral kits recommended
Grade 5	Matter, chemical reactions, ecosystems, Earth–Sun–Moon interactions	Inspire Science – Grade 5	Introduces more formal lab skills

All K–5 instruction aligns to the Alaska Science Standards.

Middle School (Grades 6–8) Rotating Science

3-year rotation for grades 6–8 so that all students receive consistent exposure to Life, Physical, and Earth Science.

3-Year Middle School Rotation for Grades 6–8

Rotation Year	Course	Content Overview	Required Textbooks & Materials
Year 1	Biology (Life Science)	Cells, genetics, ecosystems, human body systems, biodiversity	Inspire Science – Biology (Teacher/Student Editions) Microscopes, slides, ecology field kits
Year 2	Physical Science	Matter, energy, forces & motion, waves, simple chemistry	Inspire Science – Physical Science Balances, circuit kits, motion labs
Year 3	Earth Science	Geology, weather/climate, plate tectonics, space systems	Inspire Science – Earth & Space Science Rock/mineral kits, weather tools

Alaska Ecology at middle school levels and a scaled K–8 version through:

- Nature journaling
- Local outdoor field investigations
- Traditional Ecological Knowledge (TEK) resources
- Alaska Department of Fish & Game "Alaska Ecology" teacher materials
See appendix F for more examples of curriculum.

References: AS 14.03.255. Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

iv. Provide a description of plans for serving special education, vocational education, gifted, and bilingual students. 4 AAC 33.110(a)(10)

Special Education

TheHomeSTEAD Charter School provides students with disabilities the services required by their IEPs, 504 Plans, or ELL Plans, ensuring a comprehensive and inclusive learning environment.

Key Actions

- **In-house support** – A resource teacher works with students who need specialized instruction, ensuring IEP and 504 Plan implementation. General education teachers receive ongoing professional development on differentiation, accommodations, and behavior management strategies.
- **Specialist access** – Collaboration with FNSBSD (Fairbanks North Star Borough School District) provides students with access to speech therapists, occupational therapists, school psychologists, and special education consultants. Partnerships with UAF's Special Education Program allow student teachers and interns to assist in instructional support.
- **Parent collaboration** – Families participate in quarterly meetings to review student progress, discuss goals, and receive guidance on home strategies that support learning. Resources such as IEP workshops and parent support groups are available.
- **Staff training** – Teachers and staff complete annual training on special education law, inclusive practices, and de-escalation techniques to foster a supportive, student-centered learning environment.
- **Legal compliance** – Our Special Education Teacher ensures proper documentation, compliance with IDEA regulations, and timely evaluations. IEP meetings are conducted in coordination with specialists and parents to set measurable goals.

Rural Alaska-Specific Considerations

- Teletherapy services are used for speech therapy, counseling, and behavioral interventions when in-person specialists are unavailable.
- Outdoor learning experiences are incorporated into sensory and motor skill development, allowing therapy goals to be met in a natural, engaging environment.
- Collaboration with tribal organizations ensures students have access to culturally relevant support and intervention services.

Vocational Education

Students develop real-world skills through an immersive, hands-on learning experience that prepares them for self-sufficiency, sustainable living, and career readiness.

Key Actions

- **Practical skill development** – Students work on gardening, livestock care, carpentry, and mechanics, maintaining the school's greenhouse, woodworking shop, and small livestock program.
- **Community mentorships** – Local carpenters, mechanics, farmers, and artisans provide on-site workshops and apprenticeships, allowing students to gain industry skills and certifications where applicable.
- **Applied learning** – Students design and manage homestead sustainability projects, such as solar energy installations, food preservation techniques, and animal care plans, integrating STEAM and problem-solving into hands-on work.

Gifted Education

Gifted students are provided with challenging, personalized learning opportunities that foster creativity, leadership, and advanced problem-solving skills.

Key Actions

- **Flexible learning paths** – Students test out of grade-level coursework in subjects where they excel and take independent study courses with the strategic use of technology and in class add-ons for projects.
- **Interdisciplinary and hands-on experiences** – Gifted students engage in project-based learning, such as designing sustainable building models, researching local environmental challenges, or participating in regional science and innovation fairs.
- **Real-world applications** – Through learning opportunities with UAF One Tree partnerships, participation in entrepreneurship programs, and STEM fieldwork, students gain access to advanced study opportunities outside of the traditional classroom.

Bilingual Education

Language learning is supported through culturally responsive teaching, immersive storytelling, and real-world applications that foster linguistic and cultural fluency.

Key Actions

- **Structured language support** – ELL students receive individualized reading and writing instruction, with small-group sessions focused on phonics, vocabulary, and fluency. Teachers use Sheltered Instruction Observation Protocol (SIOP) strategies to support comprehension in all subjects.

- **Cultural integration** – The school partners with local Alaska Native elders and cultural organizations to offer possible instruction in Gwich'in, Iñupiaq, and Koyukon Athabaskan languages, integrating indigenous storytelling and history into the curriculum.
- **Place-based learning** – Students participate in language-immersion nature hikes, subsistence fishing trips, and oral storytelling circles, reinforcing language skills through experiential learn

References: AS 14.03.255.

v. Provide written objectives for program achievement desired by the charter. 4 AAC 33.110(a)(7)

The goals for our homeSTEAD school and objectives for program achievement are as follows:

Thematic Material

Instruction across all subject areas will be interdisciplinary, reinforcing core knowledge and practical applications.

- **Language arts instruction** will incorporate **science and social studies themes**, allowing students to develop reading, writing, and critical thinking skills through meaningful, real-world topics. Students will engage with **nonfiction texts, research projects, and experiential learning** to deepen their understanding of the natural and social world.
- **Mathematics instruction** will emphasize **applied problem-solving**, integrating concepts from **science, agriculture, and design** to reinforce mathematical reasoning in real-life situations. Students will use **measurement, data analysis, and financial literacy** in homesteading and sustainability projects.
- **HomeSTEAD curriculum integration** will ensure that **Science, Technology, Environment, Agriculture, and Design** are woven into daily instruction, promoting innovation, critical thinking, and problem-solving.

Academic Performance

The HomeSTEAD Charter School aims to ensure all students meet or exceed state academic standards, with a strong emphasis on **applied knowledge, problem-solving, and hands-on learning**.

- Students will demonstrate **proficiency in Math, Reading, Writing, and Science**, as measured by state-mandated assessments, with annual improvement in **student growth percentiles (SGP)**.
- **Project-based assessments, performance tasks, and portfolios** will supplement standardized testing, providing a more comprehensive evaluation of student learning.

- A **multi-tiered system of support (MTSS)** will be in place to identify and assist students who need additional academic intervention, ensuring that all learners succeed.

Stable Enrollment

Maintaining a **consistent and engaged student body** is a key objective for long-term success.

- The school will strive for a **voluntary re-enrollment rate of at least 80% after the first year and 90% in subsequent years**, reflecting student and parent satisfaction with the educational program.
- A **family engagement plan** will be implemented, including school events, parent workshops, and student exhibitions to foster a strong school community.
- Clear **communication and feedback loops** will ensure that parents and students feel heard and supported, increasing retention rates.

Community Involvement

Active participation from **local experts, tradespeople, and community members** will enrich student learning and provide valuable real-world connections.

- The school will develop partnerships with **local farmers, scientists, artists, and business owners**, incorporating guest speakers, mentorship programs, and hands-on apprenticeships into the curriculum.
- Service-learning projects will allow students to **contribute to their community** while applying their academic and vocational skills.
- Community members will be invited to **lead workshops, provide mentorship, and collaborate on sustainability and homesteading projects**, reinforcing the school's emphasis on real-world learning.

Parent Satisfaction

Ensuring a **high level of parent satisfaction** is essential to the success and sustainability of the school.

- The school will conduct **annual parent surveys** to measure satisfaction with curriculum, instruction, and school culture, aiming for an **85% or higher satisfaction rate**.
- Regular parent-teacher conferences, newsletters, and an open-door policy will foster **transparent communication** between the school and families.
- Workshops, events, and volunteer opportunities will encourage **active parent involvement** in the learning process.

Compliant-JT

Small School Size & Low Student-Adult Ratio

A **small, close-knit learning environment** will allow for **personalized attention and strong relationships** between students and educators.

- The school will maintain a **maximum enrollment of 100 students**, ensuring that every child receives individualized instruction and support.
- A **low student-to-adult ratio** will be maintained, with small class sizes and additional instructional support from paraprofessionals, community volunteers, and mentors.
- Multi-age classrooms will foster **peer mentorship, collaboration, and differentiated learning experiences** to meet the unique needs of each student.

Teacher Training & Professional Development

Educators at The HomeSTEAD Charter School will engage in **ongoing professional growth** to enhance instructional effectiveness and student engagement.

- Teachers will participate in **quarterly professional development workshops** focused on **place-based education, project-based learning, and differentiated instruction**.
- Staff will receive training in **SEL (Social-Emotional Learning), trauma-informed practices, and culturally responsive teaching**, ensuring a supportive environment for all students.
- Partnerships with **UAF's education programs and other professional networks** will provide mentorship, coursework, and continued learning opportunities for teachers.

HomeSTEAD Mission Integration

The school's curriculum is deeply rooted in **Science, Technology, Environment, Agriculture, and Design (STEAD)**, ensuring that students gain practical, hands-on experience in sustainability and innovation.

- Students will complete **at least one major interdisciplinary HomeSTEAD project per semester**, integrating **scientific inquiry, technology, and design-thinking principles**.
- **Outdoor education and environmental management** will be a cornerstone of the curriculum, with students participating in **wildlife monitoring, permaculture projects, and renewable energy studies**.
- Agriculture and sustainability will be woven into daily learning, with students contributing to **school gardens, composting programs, and food production initiatives** that reinforce science, math, and economics.

Conclusion

The HomeSTEAD Charter School is committed to **academic excellence, hands-on learning, and community engagement**. By integrating **interdisciplinary thematic instruction, strong partnerships, and a student-centered approach**, the school ensures that students are not only meeting state standards but also developing the skills, knowledge, and resilience needed for lifelong success.

vi. Provide a description of the mechanisms for student assessment to be utilized in addition to those required by state law. 4 AAC 33.110(a)(5)

The HomeSTEAD Charter School uses the same universal screening and progress monitoring assessments as chosen by the Fairbanks North Star Borough School District. Data from standardized assessments is viewed in conjunction with classroom-based assessments and teacher observation to guide instructional decision-making.

The HomeSTEAD Charter School will use its own grade reporting system, and our teachers will formulate a plan with the head teacher/principal to determine which mechanisms are best for their class room. Chosen mechanisms beyond traditional letter grade systems may include, but are not limited to, the following:

Student Assessment Mechanisms Plan

Guiding Principles

- Holistic Growth: Assessments reflect the whole child—academic, social-emotional, and practical skills.
- Authentic Learning: Student work is evaluated in the context of real-world, project-based tasks aligned with STEAD themes.
- Developmental Appropriateness: Kindergarten through grade 5 uses narrative feedback, portfolios, and project reviews rather than letter grades.
- Readiness for Transition: By middle school, students are gradually introduced to more formal grading structures to prepare for high school requirements.

Assessment Framework by Grade Level

Kindergarten – Grade 2

- Portfolios: Collections of student work (drawings, early writings, hands-on project photos, and teacher observations).

- Teacher Narratives: Quarterly reports summarizing academic progress, social-emotional growth, and “STEAD” skills.
- Family Conferences: Held twice per year, showcasing portfolios and student self-reflections.
- Skills Progression Rubrics: Checklists of early literacy, numeracy, and social skills benchmarks with “Emerging, Developing, Proficient” ratings.

Grades 3 – 5

- Portfolios: Expanded to include science notebooks, project-based artifacts, creative writing, and math problem-solving samples.
- Project Reviews: Students present completed “STEAD” projects to teachers and peers, reflecting on process and learning outcomes.
- Student Self-Assessment: Guided reflections on strengths, challenges, and growth areas.
- Progress Reports: Narrative-based, with performance scales (e.g., “Not Yet, Approaching, Meets, Exceeds Expectations”) instead of letter grades.
- Exhibitions of Learning: End-of-term showcases where students demonstrate understanding through presentations, models, or performances.

Grades 6 – 8 (Hybrid Assessment Model):

- Core Subjects: Standards-based rubrics are used alongside narrative feedback. Letter grades are introduced by 7th–8th grade for math, science, and language arts to prepare for high school transitions.
- STEAD Projects: Evaluated by panels (teacher, peer, and community reviewers). Rubrics emphasize critical thinking, collaboration, problem-solving, and innovation.
- Digital & Physical Portfolios: Include essays, lab reports, design challenges, art, and reflections on growth.
- Student-Led Conferences: Students present portfolios to families and advisors twice a year.
- Capstone Project (Grade 8): A culminating STEAD-aligned project integrating multiple disciplines, presented to the community.

Assessment Tools:

1. Rubrics – Standards-based, transparent, and student-friendly.
2. Portfolios – Document ongoing learning across disciplines.
3. Narrative Feedback – Emphasizes individual growth and next steps.
4. Project Reviews & Exhibitions – Authentic demonstrations of mastery.
5. Student Reflections – Encourage metacognition and ownership of learning.
6. Family Involvement – Conferences as collaborative assessments, not one-way reporting.
7. We will send home progress reports and report cards on a similar basis to the other school.

Transition to High School Preparedness

By 8th grade, students will have experience with both narrative-based assessment and traditional letter grades, ensuring readiness for high school GPA and transcript systems. Students leave with a comprehensive portfolio showcasing their academic, creative, and community-based work—aligned with HomeSTEAD’s mission of innovation and applied learning.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
<i>Section 3</i>	<i>Page Number location(s) of response(s) including Appendices</i>	<i>Reviewer’s notes Rating: Compliant/Noncompliant</i>
<i>Description of educational program</i>	<i>Pages 25-26</i>	STEAD integration, separate grade band focus listed; Compliant JT
<i>Evidence of written instructional program that addresses content standards and aligns with statewide assessment system</i>	<i>Pages 26-30, Appendix F Page 164</i>	Compliant-JT
<i>Evidence of written plan to address PTR and projected enrollment</i>	<i>Pages 30-34</i>	Compliant-JT
<i>Description of plans for serving special education, vocational education, gifted and bilingual students</i>	<i>Pages 35-37</i>	Rural Alaska and Gifted added Compliant-JT
<i>Evidence of written objectives for program achievement</i>	<i>Pages 37-40</i>	Listed objectives Compliant-JT

<i>Section 3</i>	<i>Page Number location(s) of response(s) including Appendices</i>	<i>Reviewer's notes Rating: Compliant/Noncompliant</i>
<i>Description of the mechanisms for student assessment in addition to those required by state law</i>	<i>Pages 41-42</i>	Broken down by grade bands, with tools listed Compliant-JT

Section 4: Professional Development

- i. Provide a description of and schedule for staff development activities. 4 AAC 33.110(a)(8)

HomeSTEAD Professional Development Model

Early out on Fridays will allow for weekly staff meetings and provide an additional opportunity for staff planning, reviewing the HomeSTEAD integration as a team, and to provide additional training on in-service days. Our staff will receive the mandatory planning time as listed in the FEA negotiated agreement. Our head teacher/principal will determine which training(S) are beneficial to the school's teachers. We plan to continue to invest in our educators. It is our hope to send some or all members of our staff to the Alaska Home-stead Expo (contingent on funding and scheduling alignment). Our long term goal, should funds become available, is to provide opportunities for our teachers to participate in the MSOEE program and gain their Masters in outdoor and environmental education. We are researching grants to fund this.

The Professional Development model will utilize the basic concepts of a Lesson Study (see lessonresearch.net) approach to collaborative professional learning. Lesson Study is an inquiry cycle that supports teachers to experiment, observe and improve. In Lesson Study, teachers bring their own questions to the table and seek answers from one another, from outside specialists and research, and from careful study of students. The four components of Lesson Study are: Study, Plan, Teach and Reflect (see Appendix X).

HomeSTEAD Professional Development model will utilize the Lesson Study approach to conduct intensive instructional workshops and as an ongoing inquiry process throughout the school year. The following is an outline of the cycle and delivery plan:

- Study—Professional Development (PD) intensive workshops, which will be conducted quarterly, and will be designed around Four Integrative Curricular Themes:
 - 1) Documentation through the Grinnell System of Nature Journaling;
 - 2) A Year in the Life of the Boreal Forest;
 - 3) Agriculture/Agroforestry; and
 - 4) Sustainable Use of Natural Resources/Food Security.

- Plan—As part of the PD workshop, teachers will develop lesson plans to implement in their classrooms.
- Teach—teachers will then implement their lesson plans in their classrooms.
- Reflect—Teachers will collect data and analyze their lesson plans, implementation (what worked-what did not work) and impacts on student learning in collaboration with other teaching faculty at the regular Professional Learning Community (PLC) meetings.

Professional Development Framework: Four Integrative Curricular Themes

- Documentation through the Grinnell System of Nature Journaling

The Grinnell System of Nature Journaling is the most often used fieldwork observation-keeping platform used by field scientists across all disciplines (biology, geology, agricultural field studies, etc). It consists of four components: 1) the Field Notebook, 2) the Field Journal, 3) the Species Account, and 4) Catalog of Specimens. The Grinnell system incorporates multiliteracies/multimodalities and supports reading and writing across the curriculum. For more information see the Grinnell Method of field journaling handouts in appendix x.

- A Year in the Life of the Boreal Forest

Phenology is the scientific discipline devoted to the study of the timing of recurring events in any organism's annual life cycle. Seen through that lens, A Year in the Life of the Boreal Forest fits lesson plans and extension activities into the season and subdivision (week) within that season where the lesson plans naturally fits. For example, the fall curriculum unit will include how plants and animals prepare for winter dormancy/hibernation, and the spring curriculum how these same organisms release from dormancy/hibernation. For more information, please see the graphics relating to Interior Alaska Seasonal Climate in Appendix X.

- Agriculture/Agroforestry

The Two Rivers community is a rural community with historical ties to farming. Small landholdings include both farming and forestry activities, and the HomeSTEAD School will be a leader in integrating these two disciplines/pursuits. The Fairbanks Soil and Water Conservation District will be our experts in our Lesson Study workshops for both Ag in the Classroom and student inquiries into hydroponics.

- Sustainable Use of Natural Resources/Food Security

The Two Rivers community has a history of entrepreneurial pursuits centered around sustainable use of natural resources and food security. Our professional development workshop will focus on this community value and curricular theme by emphasizing business opportunities every season of the year: for example, jam-making in fall and

hydroponics in winter and spring. OneTree Alaska will be our experts in our Lesson Study workshop, Tapping into Spring, which uses the activity of tapping birch sap and making diverse products from it with potential sales.

*References: 4 AAC 33.110 Charter School application and review procedure.
Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.*

● Reviewer Rating Template's		
Section 4	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of and schedule for planned professional development	Page 43-45	Model and framework provided; compliant-JT

Section 5: Facility

- i. *Provide information on the location for the charter school, description of the facility and lease information. Information in this section should include a description of the process used by the school and district to comply with the right of first refusal for a lease of space in an existing school district facility or in a facility within the school district that is not currently being used as a public school. AS 14.03.255(c)(7)(d), 4 AAC 33.110(a)(15)*

We plan to lease the building at 400 Two Rivers Rd. Fairbanks AK, 99712. We offered the FBNSBSD \$125,000 for a fully furnished lease on this building as a counter offer to their original lease proposal, they countered again and offered to remove snow removal and gravel from the budget for a total lease of \$144,287 with utilities and maintenance included. We plan to allocate space for the BEST home school hub use and leave the remainder for the charter. We had a meeting 1/12/2026 with BEST to discuss their presence in the building. From this meeting we learned that BEST homeschool will be willing to send a representative to the school to help in the event that the utilization is enough to justify the staff travel. Though BEST does not know how involved this will be for them, the homeSTEAD school offered to house one of their resource teachers as a remote office location, and to lower the fee and give priority to BEST students for Field School Activities sponsored by the homestead school.

Originally we submitted a lease offer of \$100,000 for a furnished lease with the district being responsible for major maintenance and utilities and shared use of snow removal equipment, and shared use of kitchen equipment. The district countered with a \$157,000 lease unfurnished with an MOA possible for HomeSTEAD school to purchase snow equipment and used kitchen equipment. 3 additional budget worksessions held to try to balance the lease in budget.

As of 09/19/2025 we have written a letter proposing cohabitation of the building with BEST and submitted that to them.

FACILITY USE AGREEMENT (HomeSTEAD Charter School)

PURPOSE: The purpose of this agreement is to set forth the responsibilities of the School District (District) and the HomeSTEAD Charter School at Two Rivers (HSC) for the use of Two Rivers School as the home of HSC, beginning in the 2027/2028 school year in July 2027.

BACKGROUND: Two Rivers School is a public school owned by the Fairbanks North Star Borough and operated by the Fairbanks North Star Borough School District. HSC is a publicly funded charter school, open to all students, and will be housed in Two Rivers School. The intent of the agreement is to allow HSC to provide the education program as detailed in the contract, within the facility. The District will provide normal major maintenance and operational support for the facility in return for a fee to be withheld from state foundation funding, as provided in the HSC School Application.

CONDITION OF THE FACILITY: The District and HSC shall conduct a joint walk-through and inspection of Two Rivers School. Except as to conditions disclosed in the joint walk-through, taking possession of the facility shall constitute acknowledgment that the facility is in good condition and fit for the purpose intended. HSC shall accept the facility in its present existing condition, and the District shall not be required to make any alterations thereto, nor shall HSC make any alterations without the expressed written permission of the District. Except for normal wear, HSC shall keep the facility in the same condition in which it was received. HSC shall be responsible for any damage or alteration to the facility or grounds that is beyond normal wear and tear, and will be required to return the facility in the same condition in which it was received.

TERM: Unless otherwise modified or terminated, the Term of this agreement shall remain concurrent with the term of an approved HSC Charter Contract.

EQUIPMENT AND FURNISHINGS: The furniture, library materials, and equipment that are currently in the school shall remain in the building for the use of HSC in the delivery of the educational program. District-owned equipment will remain on the premises and may not be used for anything other than the delivery of the

educational program. An inventory listing of fixed assets located at the Two Rivers School will be prepared by the School District before the start date.

The District may make certain higher-value equipment, including but not limited to nutrition services equipment and snow removal equipment, available to HSC for purchase at fair market value. Any such equipment or services purchased by HSC will become the responsibility of HSC, including all maintenance, repair, and replacement costs associated with their use.

SERVICES PROVIDED BY THE DISTRICT: The District will provide normal operation and maintenance services for the building, as are consistent and provided in all other public schools operating within the District. These services include the following:

1. All building systems (heating, lighting, ventilation, plumbing, fire alarm, etc.) shall be kept in good functioning order with all occupied spaces in the building in working order for each scheduled school day.
2. Utilities, including electricity, physical telephones, heating, water, and sewer, shall be provided. The District reserves the right to continue to use or implement energy savings strategies which are applied districtwide.
3. Annual summer deep cleaning.
4. Normal and emergency on-request repairs of District-owned property (windows, doors, walls, electrical systems, mechanical systems, equipment, etc.) will be provided at the same frequency as other schools.
5. Major maintenance and major repair items shall be the responsibility of the District, except that maintenance and repair arising through the negligent or intentional conduct of a party shall be the obligation of that party.
6. Required annual external inspection and identified repairs of the Playground will be coordinated and overseen by the FMD department

In delivering these services, the District will provide the same level of service as it provides to other District public schools.

RESPONSIBILITIES OF HSC: HSC shall operate the building in an appropriate manner for which the facilities are intended to provide the designed educational program. HSC will provide certain facility support functions as follows:

1. Any desired custodial functions shall be the responsibility of HSC. It will be the responsibility of HSC to provide the necessary hand tools and equipment for custodial functions.
2. Cleaning supplies and tools for light maintenance, i.e., hammer,

screwdrivers etc.

3. Minor maintenance (i.e., tightening hardware, unclogging toilets and sinks, etc.).
4. Standards for custodial services must align with State requirements for public schools. If contracting custodial services to an outside organization, the contract should be with the same service provider used by FNSBSD.
5. Safeguarding and protection of the building and contents during all school hours and after-hours functions, including any approved building rentals.
6. Submit work orders through the normal school district work order system for maintenance requests. Prohibit third parties from performing building maintenance or repairs.
7. Provide normal operator care of District equipment and furnishings, including computer and network equipment and infrastructure.
8. Enforce all applicable laws, codes, and non-waived policies with respect to public schools.
9. Prohibit third parties from performing computer or network maintenance, repairs, installation or service without the prior written consent of the District.
10. Grounds maintenance (snow removal, lawn maintenance, mowing, etc.)
11. Required weekly inspection and minor maintenance of the Playground equipment.
12. Use of the hockey rink by HSC or any other entity is prohibited unless a Memorandum of Agreement is in place with the identified entity to ensure appropriate insurance coverage.

BUILDING RENTALS: Because Two Rivers School is a public facility, the District will continue to offer it for community use through the Building Rentals procedures. As always, school use and after-hours school functions have first priority. The building administrator will have the authority to approve or reject any building rental requests, as the HSC is responsible for custodial services.

SUMMER FIRE CREW: Two Rivers School has regularly been identified as a site for summer wildfire emergency response teams. As a borough building, this facility must be available for possible use in the summer. During the identified summer break, staff would need to vacate the building if such a need arises.

INAPPROPRIATE USE: Two Rivers School is a versatile building able to accommodate a wide range of educational pursuits. There are a few topics listed in the charter application for which this facility is or may be inappropriate. Inappropriate facility use is prohibited in this agreement. If there is a question of

appropriate facility use, activities shall be approved by the District prior to occurrence. The District grounds outside of the Two Rivers School Building may be used for any education purpose, provided that the use is otherwise consistent with state laws, Borough ordinances and unwaived District policies.

FACILITY USE FEE:

The facilities use fee associated with the terms and conditions per this facility use agreement will be \$144,287 annually. Any BSA increase will trigger a permanent 2% increase in the facility use fee. One-time supplemental revenue increases, where the corresponding revenue is passed on to the charter, will trigger a one-time facility use fee increase of 2%. The facility use fee is subject to revision based on discussions between HSC APC and the Fairbanks Board of Education during the Board's review of the charter school contract with HSC.

PART OF CHARTER SCHOOL APPLICATION

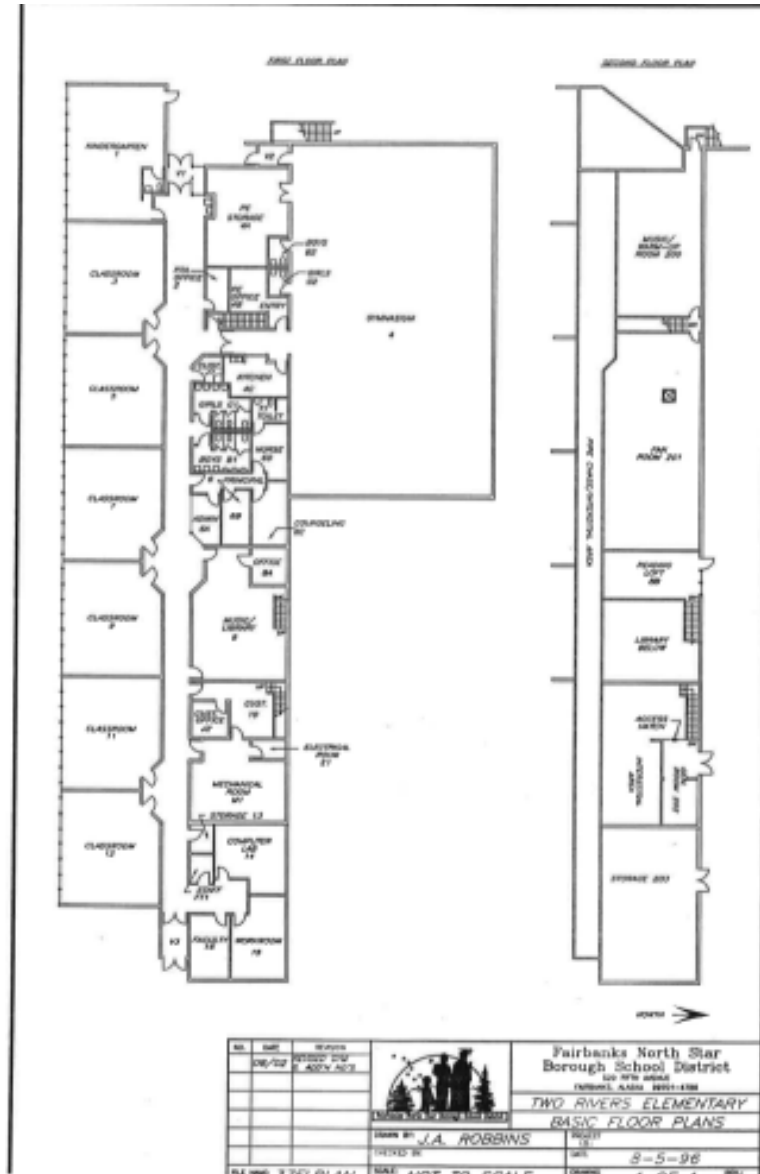
This Facilities Use Agreement is a part of the Homestead Charter School Application and is incorporated by reference into that Application and into the Charter School Contract of which the Application is a part.

Jasmine Wicks_____4/22/26_____
Signature APC President Date

N/A

Signature Charter Administrator Date

_Luke Meinert_____4/22/26_____
Signature School District Official Date



- ii. Describe the plans for the charter school's facility and any plans for projected growth. 4 AAC 33.110(a)(15)

We do not have any plans for expanding the main building. We plan to grow our hydroponics lab and we hope to develop the grounds in accordance with our agriculture and food sustainability mission. We would like to add a dedicated garden area and potentially a barn and apiary.

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template

<i>Section 5</i>	<i>Page Number location(s) of response(s) including Appendices</i>	<i>Reviewer's notes Rating: Compliant/Noncompliant</i>
<i>Description of facility and location of the charter school including addressing district leased space if applicable</i>	<i>Pages 45-50</i>	Complaint DE
<i>Evidence of a written facility plans</i>	<i>Page 50</i>	Facility costs seemed tied to funding and not facilities cost of operation* Pg 49 LW

* AS 14.03.255(d): "If the school district requires lease payments by a charter school, the school district shall negotiate a lease agreement with the charter school for an amount that does not exceed the true operational costs calculated on a square foot basis for space leased under this subsection."

Section 6: Admission

- i. *Provide the written admission policies and procedures utilized by the charter. Please include evidence that the school is ensuring an equal and bias-free access to all eligible students. Mark as Appendix G. AS 14.03.255(c)(3), 4 AAC 33.110(a)(11)*

The HomeSTEAD school will not discriminate against students on the basis of gender, race, ethnicity, religion, national origin, ancestry, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities, including its admissions policies, procedures, or any other area as defined by law. The school encourages families to review and understand the philosophy of The HomeSTEAD Charter School before applying. This should help alleviate any misunderstandings or misconceptions of student and family expectations

- ii. *Provide a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity. Mark as Appendix H. AS 14.03.265(b) Admission, 4 AAC 33.110(a)(17)*

Please see Appendix H for our detailed recruitment process and retention plan.

Should enrollment applications exceed the enrollment capacity we will use the Faribanks North Star Borough School District Lottery.

All Pre-enrollment orientation tasks (attending a virtual or in person orientation meeting, and signing the parent responsibilities) prior to must be completed in order to participate in the lottery.

Enrollment Preference is given to:

1. Children of founding members (individuals who have dedicated greater than 30 hours of volunteer time directly contributing to the formation of the charter school and completion of this charter application, as well as children of staff members.

2. Siblings of Currently Enrolled students will receive slight preference-Siblings of students currently enrolled students (including step and foster siblings residing in the same household)
3. A slight preference will be given to military affiliated students. This preference will account for approximately 10% of our total enrollment.
4. All other Applicants are subject to the FBNSBSD lottery process.

Waitlist Procedures:

Once all seats are filled, remaining applicants will be placed on a wait list in the same order of prioritization as names are drawn. Families are notified of their waitlist status through the district portal and will be contacted by a school representative should a seat become available.

Non-discrimination Clause:

The HomeSTEAD charter school admits students of any race, color, national origin, gender, religion, sexual orientation and disability and does not discriminate in its educational programs, activities, or employment practices.

References: AS 14.03.255 Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
<i>Section 6</i>	<i>Page Number location(s) of response(s) including Appendices</i>	<i>Reviewer's notes Rating: Compliant/Noncompliant</i>
<i>Evidence of written admission policies and procedures</i>	<i>Page 51, Appendix G Page 195</i>	Compliant-JT
<i>Evidence of a written student recruitment process, including plans if applicants exceed capacity</i>	<i>Pages 51-52, Appendix H Page 196</i>	Compliant-JT

Section 7: Fiscal

i. Provide a written budget summary and financial plan, including a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget. Information in this section should explicitly detail the amount and sources of the revenue streams; the specific indirect rate (not to exceed 4%) and details of what the indirect rate charges cover; as well as the charter's eligibility to receive additional revenue over the 2.65 mills required in the foundation formula. Projected budget marked as Appendix I. AS 14.03.255(c)(5), 4 AAC 33.110(a)(14)(A)

Please see our projected budget marked Appendix I

In addition to our allotted budget, we have taken great time to consider additional revenue streams for our Charter. We will be fundraising through our annual halloween carnival and also periodically allow student led fundraisers. We do not intend to fund our school off of grants, but we do believe that due to our unique HomeSTEAD focus we may be eligible for agricultural grants through USDA.

Though it will not be a primary source of funding for keeping our school open, the school may collect fees for afterschool clubs, school supplies, and field school participation. We conducted a poll and all but one person polled felt that a school supply fee of \$50/student per quarter and a maximum of \$250 per family per year was preferable to buying school supplies. Families may opt in to this service or use the district school supply list. The fees for dropping in for field school activities will range from \$10 to \$450 depending on the complexity of the activities and length of the module. These offerings will be announced as they become available. All non-FBNSBSD students must have a parent or guardian complete all district paperwork and releases to be eligible to participate.

Examples:

- Seed Selection for Interior Alaskan Climates: 1.5hr class fee: \$10 for BEST students \$20 for other school district home school students
- All About Honey Bees with Lab: 1.25 hrs per week for 3 weeks with a 1.5 hour lab occurring the 4th week: \$150 for BEST \$200 for all others.
- Skinning/Trapping: 1 hr per week for 8 weeks with a 5 hour lab at the conclusion of the module: \$400 for BEST \$450 for all others. (Space limited to a maximum of 4 students grades 6-8)

In the future we hope to expand our hydroponic and gardening output enough that we can sell the produce locally to help fund educational enrichment within our school. Two local supermarkets told us they would be interested in purchasing Hydroponically grown lettuce from our students. As we look to the future, we have plans to increase our revenue streams. In addition to produce, we hope to expand our agriculture division to add an apiary. We hope to have our students and parent volunteers set up a booth at the Tanana Valley Farmers Market, featuring HomeSTEAD school honey. Lastly, we hope to bring revenue back to the district by offering our HomeSTEAD themed courses to homeschool families. In order to incentivise enrollment with BEST, the HomeSTEAD

school will offer a lower rate for field school activities fees to BEST students (over those in out of area correspondence programs).

Historically, the schools in Two-Rivers have received title 1 funds. Should we obtain title 1 funding again, we will dedicate those funds to supporting our students and their family.

ii. Provide information on how the charter school will keep financial records, including who will be responsible, what mechanism(s) they will use and how often financial oversight will take place. AS 14.03.255(b)(1)

Goods and services purchased by The HomeSTEAD Charter School shall be paid by, in accordance with applicable FNSBSD policies and purchasing rules. The HomeSTEAD Charter School is obligated to obtain competitive bids for goods and services through MUNIS, the district's purchasing program, except as otherwise provided by FNSB School District policies. Services to the District available at low, reduced or no cost are made available to The HomeSTEAD Charter School. The FNSBSD will disseminate information about such goods or services available to the District to the Charter School.

Compliance with Current Accounting Laws:

The Charter School will comply with AS 14.17.910, Restrictions Governing Receipt and Expenditure of District Money, and conduct its business activities using the accounting principles, standards and procedures under the standards of Generally Accepted Accounting Principles (GAAP). All money, including state aid, will be received, held, allocated, and expended by the Charter School under applicable local law and state and federal constitutional provisions, statutes, and regulations, including those related to ethical standards and accounting principles.

Payroll, Purchasing and Property Control:

The Charter School will utilize the services of the School District for payroll and purchasing. Property acquired by the Charter School will be appropriately recorded in a property control inventory ledger including cost, vendor, location, condition, and status.

iii. Provide a description of the method by which the charter school will account for receipts and expenditures. AS 14.03.255(b)(1)(c)(6), 4 AAC 33.110(a)(14)(B)

The HomeSTEAD Charter School funds are allocated for the educational purposes of the school and to those purposes required by The HomeSTEAD Charter School. The APC requires appropriate and careful fiscal planning and management and it will periodically examine the school's compliance with its policies and procedures and those of the School District. The HomeSTEAD Charter School is responsible for certifying all payroll information through TimeClock Plus to the District in compliance with timelines that allow for the sequential processing of all employees' data and the preparation of payroll checks consistent with FNSBSD requirements. The HomeSTEAD Charter School reserves the right to re-allocate funds from one-line item to another as a result of budgetary

changes. For budgetary purposes, annual appropriations lapse at fiscal yearend, except for that portion related to encumbered amounts. Encumbrances outstanding at yearend are reported as reservations of fund balance and are automatically carried forward to the new fiscal year budget. Unspent and unencumbered funds at fiscal year-end will be reported to the Board of Education and may be re-appropriated by the Board at their discretion. The HomeSTEAD Charter School agrees to maintain appropriate financial records in accordance with all applicable federal, state and local laws, rules and regulations, and make such records available to the district for auditing purposes. The HomeSTEAD Charter School agrees to cooperate in the annual independent financial audit of district records.

Accounting Services Provided by FNSBSD:

The District provides appropriate assistance to HomeSTEAD Charter School in the areas of finance, budgeting, insurance, and instructional in-services to help ensure the most economical and sensible decision-making process in the utilization of HomeSTEAD Charter School budget funds. The District assists with technical details of budgeting and accounting. All purchase orders, expenses and payroll are routed to the District for payment. Proceeds from public funds, such as state foundational revenue, are forwarded directly to the District for credit to the Charter School account. The District provides payroll functions for the Charter School similar to those provided for other employees of the District, including the preparation of W-2's and other reports that are required by state or federal law to be given to employees or filed with such agencies.

Purchasing:

Recording and Reporting Requirements:

As requested through this application, the School District will maintain and provide timely and accurate financial records to the APC upon the receipt and disbursement of state aid, money acquired from local effort, and other money received or held by the Charter School. Notification to School District on Grant or Other Supplemental Funding: Since the academic focus of the Charter School is on community and hand real life learning, the Charter School will seek funds in addition to the School District allocation for its operations.

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

<i>Reviewer Rating Template</i>
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<i>Section 7</i>	<i>Page Number location(s) of response(s) including Appendices</i>	<i>Reviewer's notes Rating: Compliant/Noncompliant</i>
<i>Written budget summary and financial plan</i>	<i>Pages 53-54, Appendix I Page 199</i>	Non compliant: Budget not balanced presented in Appendix I, Revenue Sources not identified, Listed expenditures do not count 4% indirect
<i>Description of how financial records will be kept</i>	<i>Page 54</i>	Revenue sources are not identified, and only a lump sum of \$1,298,310 is listed, so we cannot determine the accuracy of the estimate. Basic Need and Quality Schools would amount to \$1,258,540 for 100 ADM, but the budget may be including an
<i>Description of accountability for receipts and expenditures</i>	<i>Pages 54-55</i>	additional local funds allocation of \$36,000. If pupil transportation funds are allocated in lieu of adopted policy: \$992 x 100 ADM = \$99,200. Anticipates lease with BEST, but no placeholder revenue/cost information provided to assist budgeting. The listed expenditures do not appear to account for the stated 4% district indirect – we are uncertain if this is already reduced from the revenue lump sum. 4% of \$1,298,310 is \$51,932, not the identified \$45,580. LW

Section 8: Transportation

- i. *Provide a plan for pupil transportation and the district charter school transportation policy, if proposed or adopted, marked as Appendix J. 4 AS 14.09.010 (e)(1-3)(f)(g), AAC 33.110(a)(19)*

Due to The HomeSTEAD Charter School's unique academic calendar transportation to and from the school cannot be provided at this time. Transportation will need to be provided by individual families. Should space be available on existing routes students from our charter may be allowed to ride the school bus.

If there is a trip planned through the HomeSTEAD Charter School, The HomeSTEAD Charter School agrees to notify the FNSB Risk Management Department of any activity or trip which carries a risk of injury or harm to students or staff greater than normally associated with travel or classroom activities. Notice of and such activity or trip shall be given to the FNSBSD and FNSB Risk Management Department not less than seven days in advance of the planned activity or trip.

References: AS 14.09.010 (e)(1-3)(f)(g) Transportation, 4 AAC 33.110 Charter School application and review procedure, 4 AAC 27.057 Charter School Transportation policy.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template

<i>Section 8</i>	<i>Page Number location(s) of response(s) including Appendices</i>	<i>Reviewer's notes Rating: Compliant/Noncompliant</i>
<i>Plans for pupil transportation</i>	<i>Page 56</i>	Not compliant - LW Appendix J- Cannot determine if transportation plan is compliant with adopted district policy

Alaska State Charter School Statutes

Sec. 14.03.250. Application for charter school.

(a) A local school board shall prescribe an application procedure for the establishment of a charter school in that school district. The application procedure must include provisions for an academic policy committee consisting of parents of students attending the school, teachers, and school employees and a proposed form for a contract between a charter school and the local school board, setting out the contract elements required under AS 14.03.255(c).

(b) A decision of a local school board approving or denying an application for a charter school must be in writing, must be issued within 60 days after the application, and must include all relevant findings of fact and conclusions of law.

(c) If a local school board approves an application for a charter school, the local school board shall forward the application to the State Board of Education and Early Development for review and approval.

(d) If a local school board denies an application for a charter school, the applicant may appeal the denial to the commissioner. The appeal to the commissioner shall be filed not later than 60 days after the local school board issues its written decision of denial. The commissioner shall review the local school board's decision to determine whether the findings of fact are supported by substantial evidence and whether the decision is contrary to law. A decision of the commissioner upholding the denial by the local school board may be appealed within 30 days to the State Board of Education and Early Development.

(e) If the commissioner approves a charter school application, the commissioner shall forward the application to the State Board of Education and Early Development for review and approval. The application shall be forwarded not later than 30 days after the commissioner issues a written decision. The State Board of Education and Early Development shall exercise independent judgment in evaluating the application.

(f) A local school board that denied an application for a charter school approved by the state board on appeal shall operate the charter school as provided in AS 14.03.255 - 14.03.290.

[This statute applies to charter school applications filed with a local school board on or after July 1, 2014.]

Sec. 14.03.253. Charter school application appeal.

(a) In an appeal to the commissioner under AS 14.03.250, the commissioner shall review the record before the local school board. The commissioner may request written

supplementation of the record from the applicant or the local school board. The commissioner may

- (1) remand the appeal to the local school board for further review;*
- (2) approve the charter school application and forward the application to the State Board of Education and Early Development with or without added conditions; or*
- (3) uphold the decision denying the charter school application; if the commissioner upholds a local school board's decision to deny a charter school application and the applicant appeals to the State Board of Education and Early Development, the commissioner shall immediately forward the application and record to the State Board of Education and Early Development.*

(b) In an appeal to the State Board of Education and Early Development of a denial of a charter school application under (a)(3) of this section, the state board shall determine, based on the record, whether the commissioner's findings are supported by substantial evidence and whether the decision is contrary to law. The state board shall issue a written decision within 90 days after an appeal.

[This statute applies to charter school applications filed with a local school board on or after July 1, 2014.]

Sec. 14.03.255. Organization and operation of a charter school.

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

(b) A charter school shall

- (1) keep financial records of the charter school;*
 - (2) oversee the operation of the charter school to ensure that the terms of the contract required by (c) of this section are being met;*
 - (3) meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and*
 - (4) meet with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals.*
- (c) A charter school shall operate under a contract between the charter school and the local school board. A contract must contain the following provisions:*
- (1) a description of the educational program;*
 - (2) specific levels of achievement for the education program;*
 - (3) admission policies and procedures;*
 - (4) administrative policies;*

(5) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget;
 (6) the method by which the charter school will account for receipts and expenditures;
 (7) the location and description of the facility;
 (8) the name of the teacher, or teachers, who, by agreement between the charter school and the teacher, will teach in the charter school;
 (9) the teacher-to-student ratio;
 (10) the number of students served;
 (11) the term of the contract, not to exceed a term of 10 years;
 (12) a termination clause providing that the contract may be terminated by the local school board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause;
 (13) a statement that the charter school will comply with all state and federal requirements for receipt and use of public money;
 (14) other requirements or exemptions agreed upon by the charter school and the local school board.
 (d) A school district shall offer to a charter school the right of first refusal for a lease of space in an existing school district facility or in a facility within the school district that is not currently being used as a public school, if the chief school administrator determines the facility meets requirements for health and safety applicable to public buildings or other public schools in the district. If the school district requires lease payments by a charter school, the school district shall negotiate a lease agreement with the charter school for an amount that does not exceed the true operational costs calculated on a square foot basis for space leased under this subsection.

Sec. 14.03.260. Funding for charter school.

(a) A local school board shall provide an approved charter school with an annual program budget. The budget shall be not less than the amount generated by the students enrolled in the charter school less administrative costs retained by the local school district, determined by applying the indirect cost rate approved by the department up to four percent. Costs directly related to charter school facilities, including rent, utilities, and maintenance, may not be included in an annual program budget for the purposes of calculating the four percent cap on administrative costs under this subsection. A local school board shall provide a charter school with a report itemizing the administrative costs retained by the local school board under this section. The "amount generated by students enrolled in the charter school" is to be determined in the same manner as it would be for a student enrolled in another public school in that school district and includes funds generated by grants, appropriations, federal impact aid, the required local contribution, the local contribution under AS 14.17.410(c), special needs under AS 14.17.420(a)(1), and secondary school vocational and technical instruction under AS 14.17.420(a)(3). A school district shall direct state aid under AS 14.11 for the construction or major maintenance of a charter school facility to the charter school that generated the state aid, subject to the same terms and

conditions that apply to state aid under AS 14.11 for construction or major maintenance of a school facility that is not a charter school.

(b) The program budget of a charter school is to be used for operating expenses of the educational program of the charter school, including purchasing textbooks, classroom materials, and instructional aids.

(c) The charter school shall provide the financial and accounting information requested by the local school board or the Department of Education and Early Development and shall cooperate with the local school district or the department in complying with the requirements of AS 14.17.910.

(d) The expenses of housing nonresident students who attend the charter school, including room, board, and other reasonable housing expenses, may not be paid for with state money but may be paid for with funds contributed by sources other than the state.

Sec. 14.03.263. Charter school grant program. [Repealed, Sec. 1 ch 100 SLA 2003].

Repealed or Renumbered

Sec. 14.03.264. Charter school grant program.

(a) A charter school that is established on or after the effective date of this section may receive a one-time grant from the department equal to the amount of \$500 for each student enrolled in the school on October 1 of the first year in which the school applies for the grant. The charter school shall use a grant received under this section to provide educational services. In this subsection, "educational services" includes curriculum development, program development, and special education services.

(b) The department shall establish by regulation procedures for the application for and expenditure of grant funds under (a) of this section.

(c) If the amount appropriated in a fiscal year for the charter school grant program is insufficient to meet the amounts authorized under (a) of this section, the department shall reduce pro rata the per pupil grant amount by the necessary percentage as determined by the department. If a charter school grant is reduced under this subsection, the charter school may apply to the department in a subsequent fiscal year for the balance of the grant amount.

Sec. 14.03.265. Admission.

(a) The program of a charter school may be designed to serve

- (1) students within an age group or grade level;*
- (2) students who will benefit from a particular teaching method or curriculum; or*
- (3) nonresident students, including providing domiciliary services for students who need those services, if approved by the board.*

(b) A charter school shall enroll all eligible students who submit a timely application, unless the number of those applications exceeds the capacity of the program, class, grade level, or building. In the event of an excess of those applications, the charter school and the local school board shall attempt to accommodate all of those applicants by considering providing additional classroom space and assigning additional teachers from the district to the charter school. If it is not

- possible to accommodate all eligible students who submit a timely application, students shall be accepted by random drawing. A school board may not require a student to attend a charter school.*
- (c) In addition to other requirements of law, a charter school shall be nonsectarian.*

Sec. 14.03.270. Teacher or employee transfers, evaluations, and negotiated agreements.

- (a) A teacher or employee may not be assigned to a charter school unless the teacher or employee consents to the assignment.*
- (b) All provisions of an existing negotiated agreement or collective bargaining agreement applicable to a teacher or employee of a district apply to that teacher or employee if employed at a charter school in that district, unless the district and the bargaining unit representing the teacher or employee agree to an exemption.*
- (c) A teacher in a charter school shall be evaluated in an equivalent manner as all other teachers in the district, except that if there is no administrator assigned to the charter school, the local school board, with the agreement of the charter school, shall designate a school district administrator in that district to evaluate a teacher in a charter school.*

Sec. 14.03.275. Contracts; duration.

A contract for a charter school may be for a term of no more than 10 years.

Sec. 14.03.280. Regulations.

The State Board of Education and Early Development may adopt regulations under AS 44.62 (Administrative Procedure Act) necessary to implement AS 14.03.250 - 14.03.290.

Sec. 14.03.290. Definitions. *In AS 14.03.250 - 14.03.290,*

- (1) "academic policy committee" means the group designated to supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school;*
- (2) "charter school" means a school established under AS 14.03.250 - 14.03.290 that operates within a public school district;*
- (3) "local school board" means a borough or city school board or a school board of a regional educational attendance area;*
- (4) "parent" means a biological, adoptive, or foster parent, or an adult who acts as guardian of a child and makes decisions related to the child's safety, education, and welfare;*
- (5) "teacher" means a person who serves a school district in a teaching, counseling, or administrative capacity and is required to be certificated in order to hold the position.*

Sec. 14.07.165 Duties.

The [State Board of Education and Early Development] shall adopt

(4) regulations requiring approval by the board before a charter school, state boarding school, or a public school may provide domiciliary services.

Sec. AS 14.09.010 is amended by adding new subsections to read:

(e) A school district that provides transportation services under this section shall provide transportation services to students attending a charter school operated by the district under a policy adopted by the district. The policy must:

(1) be developed with input solicited from individuals involved with the charter school, including staff, students, and parents;

(2) at a minimum, provide transportation services for students enrolled in the charter school on a space available basis along the regular routes that the students attending schools in an attendance area in the district are transported; and

(3) be approved by the department.

(f) If a school district fails to adopt a policy under (e) of this section, the school district shall allocate the amount received for each student under (a) of this section to each charter school operated by the district based on the number of students enrolled in the charter school.

(g) Nothing in (e) of this section requires a school district to establish dedicated transportation routes for the exclusive use of students enrolled in a charter school or authorizes a charter school to opt out of a policy adopted by a school district for the purpose of acquiring transportation funding.

Sec. AS 14.17.450(d) is amended to read:

(d) If a charter school has a student count of at least 75 but less than 150 for the current year and is in the first three years of operation or had a student count of at least 75 in the previous year of operation,

(1) the adjusted student count for the school shall be calculated by multiplying the student count by the student rate for a school that has a student count of 150; and

(2) not later than February 15, the charter school shall submit for approval of the governing board of the district a plan for the following school year that includes a statement about whether the school will continue to operate if the student count remains the same that year and, if so, a projection of the funding anticipated from the state and other sources, a proposed budget, and a description of anticipated changes to the school staff, program, and curriculum; if the school intends to close if the student count remains the same the following year, the plan must describe transfer plans for students, staff, facilities, and materials.

Alaska State Charter Schools Regulations

4 AAC 27 is amended by adding a new section to read:

4 AAC 27.057. Charter school transportation policy.

(a) A local school board shall adopt a charter school transportation policy that describes the transportation services that will be provided by the district to students attending a charter school operated by the district if

(1) a district provides transportation services under AS 14.09.010; and

(2) the district operates a charter school or an application for the establishment of a charter school in the district is pending with the district under AS 14.03.250.

(b) A district must submit to the department an application for approval of its charter school transportation policy on a form provided by the department

(1) not later than April 15, 2015, if a charter school is in operation in the district on July 1, 2014; or

(2) not later than 30 days after approval of a charter school by a local school board, if a charter school is approved by a local school board after July 1, 2014, and a charter school transportation policy approved by the department is not in effect in the district.

(c) The application to the department must include:

(1) evidence that the charter school transportation policy was developed in compliance with AS 14.09.010(e)(1); and

(2) the charter school transportation policy adopted by the local school board that provides transportation service for charter school students in compliance with AS 14.09.010(e)(2); and

(3) other documents or information the department needs to evaluate a charter school transportation policy adopted by a local school board.

(d) Not later than 60 days after receipt by the department of an application for approval of a charter school transportation policy, the department will grant approval for a charter school transportation policy if the charter school transportation meets the requirements of AS 14.09.010 and this section.

(e) If a district seeks to amend an approved charter school transportation policy, it must submit an application for approval of an amendment of the charter school transportation policy on a form provided by the department not later than April 15 of the fiscal year prior to the fiscal year when the proposed amendment will take effect. An application for approval of an amendment of a charter school transportation policy must meet the requirements of (c) of this section.

(f) Not later than 60 days after receipt by the department of an application for approval of an amendment of a charter school transportation policy, the department will grant approval for the amendment of a charter school transportation policy if the amendment meets the requirements of AS 14.09.010 and this section. (Eff. 4/8/2015, Register 214)

Authority: AS 14.07.020 AS 14.07.060 AS 14.09.010

4 AAC 33.110 is repealed and readopted to read:

4 AAC 33.110. Charter school application and review procedure.

(a) The application procedure required by AS 14.03.250(a) for the establishment of an initial or renewed charter for a charter school must be in writing and must be available upon request at the school district's central office. The local school board must require an applicant to submit sufficient information so that the local school board may conduct a thorough review of the proposed charter school. An application must conform to the content areas and formatting standards set out at the [department's Charter School webpage](http://education.alaska.gov/Alaskan_Schools/Charter) at: education.alaska.gov/Alaskan_Schools/Charter.

An application, upon final approval by the State Board of Education and Early Development, will operate as the charter for the school. In addition to the requirements of AS 14.03.250(a), an application must include, at a minimum,

- (1) a list of the members of the academic policy committee and their qualifications;*
- (3) the length of the term of the contract required under AS 14.03.255(c);*
- (4) the charter school's bylaws;*
- (5) a description of the education program to be offered at the charter school and mechanisms for student assessment to be utilized in addition to those required by state law;*
- (6) a written instructional program that addresses state content standards under 4 AAC 04 and that aligns with the content on the statewide student assessment system under 4 AAC 06.710 – 4 AAC 06.790;*
- (7) written objectives for program achievement;*
- (8) a description of and schedule for staff development activities;*
- (9) a school schedule and calendar;*
- (10) plans for serving special education, vocational education, gifted, and bilingual students;*
- (11) written admissions policies and procedures;*
- (12) if the charter school is the only school in the community, an alternative option for students not wishing to attend the charter school;*
- (13) a written administrative policy manual;*
- (14) a written budget summary and financial plan, including*
 - (A) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget; and*
 - (B) the method by which the charter school will account for receipts and expenditures;*
- (15) a written plan for the charter school's facility;*
- (16) a written plan that addresses the teacher-to-student ratio, including projected enrollment figures;*
- (17) a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity;*
- (18) a requested or existing exemption for the charter school from a written collective bargaining contract;*
- (19) a plan for pupil transportation and the district charter school transportation policy, if proposed or adopted;*
- (20) the written termination clause that must appear in the contract between the charter school and the local school board;*
- (21) proof of compliance with applicable law; and*
- (22) other documents or information the district needs to evaluate the proposed charter school.*

(b) Not later than 30 days after a local school board's decision to approve an initial application or a renewal application for a charter school, the local school board must forward the application to the State Board of Education and Early

Development for review and approval under AS 14.03.250(c) by mailing to the department:

- (1) the complete application filed with the local school board, including all supporting documents required by (a) of this section;*
- (2) the written decision of the local school board;*
- (3) all other materials considered by the local school board in support or in opposition to the application; and*
- (4) the minutes of the local school board meeting at which the charter school was approved.*

(c) An initial application for a charter school approved by a local school board may not be submitted to the department under subsection (b) more than 12 months before the planned start-up date for the new school. A renewal application for a charter school approved by a local school board may not be submitted to the department under (b) of this section more than 12 months before the expiration of the existing contract.

(d) An initial application and a renewal application approved by a local school board and submitted to the department under (b) of this section must be received by the department at least 90 days before the next regularly scheduled meeting of the State Board of Education and Early Development.

(e) The State Board of Education and Early Development will review an initial application or a renewal application approved by the local school board and submitted to the department under (b) of this section. The State Board of Education and Early Development will consider an initial application or a renewal application in the order in which it is received.

(f) Not later than 60 days after a local school board issues a decision to deny an initial application or a renewal application for a charter school, an applicant may file a notice of appeal to the commissioner under AS 14.03.250(d). In the notice of appeal, the applicant must specify the grounds for its appeal, stating which, if any, finding of fact or conclusion of law in the local school board's decision is alleged to be in error. If the applicant alleges that a finding of fact is in error, the applicant shall specify in the notice of appeal the evidence in the record before the local school board that supports a contrary finding of fact. With the notice of appeal, the applicant must file with the commissioner

- (1) the complete application submitted to the local school board, including all supporting documents required by (a) of this section;*
- (2) the written decision of the local school board;*
- (3) any other materials considered by the local school board in support or in opposition to the application;*
- (4) the minutes of the local school board meeting at which the charter school was approved or denied, or if the minutes are not yet available, the date on which the minutes will be available for review by the department; and*
- (5) within ten working days of receipt of the commissioner's written request for a hearing transcript, a transcript of any recorded testimony presented to the local school board regarding the charter school application.*

- (g) *The commissioner will review an appeal of a local school board decision denying an initial or renewal application for a charter school under AS 14.03.250(d).*
- (h) *If the commissioner upholds the denial of an application, the applicant may file an appeal of the commissioner's decision to the State Board of Education and Early Development within 30 days of the issuance of the commissioner's decision. The commissioner will forward the appeal to the State Board of Education and Early Development immediately for consideration at its next meeting. The State Board of Education and Early Development will issue a decision within 90 days after the filing of an appeal of a commissioner's decision upholding a denial of an application.*
- (i) *If the commissioner approves an initial or renewal application by overturning a denial by the local school board, the commissioner will forward the application and record to the State Board of Education and Early Development not later than thirty days after the commissioner issues a written decision of approval. The State Board of Education and Early Development will consider the application at its next meeting.*
- (j) *The State Board of Education and Early Development will not approve an application that contains insufficient information to determine compliance with applicable law.*
- (k) *A decision of the State Board of Education and Early Development granting or denying approval for a charter school application is a final agency action for purposes of an appeal to the superior court. (Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171; am 4/18/2015, Register 214)*

Authority: AS 14.03.250 AS 14.03.280 AS 14.07.060
AS 14.03.253 AS 14.07.020

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.113. Amendment of charter.

A charter school may apply to a local school board for an amendment to its charter during the term of its contract with the local school board. If a local school board approves an amendment to the charter, an amended contract must be executed to conform to the amended charter. The local school board must forward an amended charter and amended contract to the department. A charter school may make district-approved changes to its program that do not require an amendment to its charter without review by the State Board of Education and Early Development, except that a change of program that involves the addition of an elementary or secondary program must be approved by the local school board and the State Board of Education and Early Development. (Eff. 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.07.020 AS 14.07.060
 AS 14.03.280

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.115. Operation of charter schools.

(a) The department may audit the charter school's program during the term of the contract under AS 14.03.255(c) and may take any action necessary to ensure compliance with federal and state law, including the withholding of money under AS 14.07.070. Notwithstanding any provision of a charter or contract, a charter school must comply with state and federal law. A change in state or federal law taking effect during the term of an existing contract or charter will override an inconsistent provision of a contract or charter. (Eff. 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.03.280 AS 14.07.060
AS 14.03.255 AS 14.07.020

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.117. Charter school grant program.

(a) A charter school that is established on or after July 1, 2014, may apply to the department for one-time grant funding under AS 14.03.264. An applicant charter school must

- (1) apply on a form prescribed by the department;
 - (2) provide evidence in its application that demonstrates that grant funding will be used to provide educational services as defined under AS 14.03.264(a); and
 - (3) file its application with the department no later than September 15 to receive funding based on student enrollment on October 1 of the same fiscal year.
- (b) A charter school that received reduced grant funding in a prior fiscal year as permitted under AS 14.03.264(c) may apply for the balance of the grant amount using the procedures described in (a) of this section.

(c) The department will notify a newly approved charter school of its eligibility for grant funding under AS 14.03.264 promptly after approval of the charter by the state Board of Education and Early Development. (Eff. 4/18/2015, Register 214)

Authority: AS 14.03.264 AS 14.07.020 AS 14.07.060

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.119. Definitions. In 4 AAC 33.110 – 4 AAC 33.119,

- (1) "charter school" has the meaning given in AS 14.03.290;
 - (2) "commissioner" means the commissioner of education and early development;
 - (3) "department" means the Department of Education and Early Development;
 - (4) "local school board" has the meaning given in AS 14.03.290.
- (Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171; am 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.07.020 AS 14.07.060
AS 14.03.280

APPENDIX A

BOARD APPROVAL

School Board Regular Meeting Meeting Minutes Tuesday, April 7, 2026

PRELIMINARIES

Call to Order & Land Acknowledgement Statement

President Burgess called the meeting to order at 6:00 p.m., in the boardroom of the FNSBSD Administrative Center at 520 Fifth Avenue, in-person, and live-streamed through the district's YouTube page. He read the Land Acknowledgement Statement, *"The school board would like to take this moment to respectfully acknowledge we are residing on the traditional land of the Dena people."*

Mission Statement

President Burgess read the district's Mission Statement: *As a community, we create supportive learning environments where all students thrive.*

Pledge of Allegiance

The Pledge of Allegiance was led by Mrs. Hull

Roll Call

Board Members Present & Comprising a Quorum:

Bobby Burgess, President

Meredith Maple, Vice President

Loa Carroll-Hubbard, Treasurer

Morgan Dulian, Clerk

Timothy Doran, Member

Naomi Hewitt, Member

Audra Hull, Member

Colonel Timothy Foster, Eielson Air Force Base Representative

Colonel John Campbell, Fort Wainwright Army Post Representative

Liam Wade, Regional Student Council Student

Board Members Absent:

Melissa Charlie, FNA Representative

Staff Present or Participating by Zoom:

Dr. Luke Meinert, Superintendent

Andy DeGraw, Chief Operations Officer

Katherine LaPlaunt, Assistant Superintendent of Elementary Instruction

Sarah Gillam, Assistant Superintendent of Secondary Instruction

Chane Beam, Executive Director of Teaching and Learning

Laurie Beam, Executive Director of Educational Options & Opportunities

Brianna Gray, Executive Director of Student Support Services

Jahanara Carreon, Executive Director of Facilities Management

Jasmine Adkins-Brown, Media Production Specialist

Carm Richardson, Executive Assistant to the School Board

Others Present:

Diana Dillard, Student Discipline and Policy Specialist
Erin Poland, Executive Assistant to the Superintendent

New Business

Article 7: New Construction (first reading)

- **Community** – We establish strong and meaningful connections where students, families and staff support each other's growth and success.

Article 7: New Construction was proposed to be revised and was before the board for first reading by Administration.

Jahanara Carreon, executive director of facilities management and Diana Dillard, policy specialist presented to the board. Ms. Dillard made a few edits.

Board questions and comments ensued.

Public Testimony; None

Board Action

ADVISORY VOTES. 3 AYES: CAMPBELL WADE, FOSTER

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE.

7 AYES: DULIAN, CARROLL-HUBBARD, DORAN, HEWITT, MAPLE, HULL, BURGESS

Approval of 2026-2027 HomeSTEAD Charter School Contract

- *Core Value: BELONGING: We commit to a safe and welcoming environment where each individual feels accepted, valued, respected and integral to the school community.*

Included in the agenda was the proposed FY2026-2027 contract for HomeSTEAD Charter School. The Board received the application on March 6, 2026, and held a Work Sessions on March 30, 2026. The administration recommends the charter school contract presented for next year be approved.

CARROLL-HUBBARD MOVED, DULIAN SECONDED TO APPROVE THE 2026-2027 CHARTER SCHOOL CONTRACT BETWEEN THE FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT AND HOMESTEAD CHARTER SCHOOL AND THE AMENDED CONTRACT WITH THE ADMINISTATIONS RECOMMENDATION THAT POLICY 935.1 NOT BE WAVED.

Ms. Carroll-Hubbard spoke to her motion.

Public Testimony; Sandra Wolfe, Sumer McMillan and Jasmine Wicks.

Board questions and comments ensued.

Sarah Gillam, assistant superintendent over secondary schools, Laurie Beam, executive director education options and opportunities and Andy DeGraw, chief operations office answered questions from the board

At 9:01 p.m. Ms. Carroll-Hubbard moved to suspend the rules so that the board may finish their work. Board questions and comments continued.

Mr. Wade left at 9:08 p.m.

Colonel Foster left at 9:18 p.m.

At 9:18 p.m. Carroll-Hubbard called the question. Motion failed due to no second. Discussion continued.

Maple called the question and Carroll-Hubbard seconded.

A yes vote would signify the board would vote on the motion on the floor. A no vote would allow further discussion.

Board Action

ADVISORY VOTES. 1 AYE: CAMPBELL

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE.

7 AYES: HEWITT, MAPLE, HULL DULIAN, CARROLL-HUBBARD, DORAN, BURGESS

Board Action for motion on the floor

ADVISORY VOTES. 1 AYE: CAMPBELL

MOTION CARRIED BY ROLL CALL VOTE.

4 AYES: HULL, DULIAN, CARROLL-HUBBARD, MAPLE

3 NAYES: DORAN, HEWITT, BURGESS

Colonel Campbell left at 9:38 p.m.

The board took a brief at ease at 9:38 p.m.

The board returned at 9:36 p.m.

Information and Reports

Wayfinder Report

- *Goal Objective: 4. Investing in Our People*

Brianna Gray, executive director to Student Support Services provided a report/demonstration on Wayfinder, how to use online curriculum.

Board questions and comments ensued after the presentation.

Board and Superintendent Comments

- *Goal Objective: 4. Investing in our people*

The following board members provided comments; Doran, Dulian, Carroll-Hubbard, Maple and Burgess. The meeting adjourned at 10:16 p.m.

Submitted by Carm Richardson, Board of Education executive assistant

Appendix B:

Fairbanks North Star Borough School District

Charter Contract 2026 - 2031

HomeSTEAD Charter School

THIS AGREEMENT is made between HomeSTEAD Charter School, hereinafter "Charter School" and the Fairbanks North Star Borough School Board, hereinafter "School Board".

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

HomeSTEAD Charter School
400 Two Rivers Rd.
Fairbanks, AK 99712

WHEREAS, Charter School desires to operate within the Fairbanks North Star Borough School District (hereafter "School District") in conformance with Alaska Statutes 14.03.250 - 290 and School District policies and procedures; and

WHEREAS, the School Board reviewed and approved Charter School's charter on April 7, 2026, for a period of ten years, including school years FY28 to FY37;

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 School District subject to the terms and conditions of this Contract, commencing on the 1st day of July for school year 2027. Services will be provided in accordance with the Charter School Calendar identified herein.

Any modifications to the approved Charter Application/Renewal will be submitted in writing to the School District by April 01 for the following school year.

Compliance with Regulatory Requirements:

The Charter School warrants that it will comply with all local, state, and federal laws and regulations applicable to public schools and all requirements imposed by School District policies and regulations.

1. Description of Educational Program:

The Charter School shall provide an education program that shall advance students' mastery of basic skill areas, including mathematics, science, health, reading, language arts, and social studies, appropriate to the age of students in the program. Provision will also be made for physical education, music, art, and instructional technology within the education program. The educational program shall be designed utilizing the curricula as defined by the Charter School application.

a. Description of Program:

At Two Rivers HomeSTEAD k-8 School, we cultivate a love of learning through hands-on, place-based education that honors our rural heritage and fosters innovation for the future. Rooted in self-sufficiency, sustainability, and strong community connections, we empower students to think critically, communicate effectively, work collaboratively, and embrace creativity. By integrating agriculture and practical life skills into our curriculum, we create a dynamic and meaningful learning experience that prepares students to be capable, compassionate, and resilient members of their communities.

The HomeSTEAD Charter School follows a STEAD (Science, Technology, Environment, Agriculture, and Design)-integrated curriculum designed to foster hands-on, place-based learning. The school consists of multi-grade classrooms ranging from kindergarten to eighth grade, serving up to 100 full-time students and additional correspondent students for field classes. A looping model is used, where students remain with the same teacher for two years, allowing for deeper connections and continuity in learning. Multi-grade classrooms span two different grade levels, supporting collaboration and peer mentorship. Teachers align curriculum and classroom structures with developmentally appropriate pedagogy, guiding students through a learning progression that begins with understanding themselves, their homes, and their families, then expands outward to their community, environment, and the world. Through this HomeSTEAD-focused place-based education, students develop a strong foundation in interdisciplinary learning, critical thinking, and problem-solving, creating meaningful connections between their studies and real-world applications.

Kindergarten - 2nd Grade: Homesteading and Connection to the Land

In the early grades, students explore the environment through inquiry and hands-on experiences, laying the foundation for sustainability. Kindergarteners begin by learning about local plants, animals, and the life cycles of living things, developing responsibility and kindness in their interactions with nature. They care for plants and classroom animals, fostering a sense of ecological responsibility. First and second graders build on this foundation by exploring local ecosystems, gardening, and understanding the role of homesteading in land management. They use simple tools and methods to care for the land and practice teamwork and problem-solving in the context of sustainable agriculture. Students begin to understand the interconnectedness of natural systems and how to work with the land to support long-term sustainability, preparing for future hands-on experiences in homesteading and environmental responsibility.

3rd Grade - 5th Grade: Expanding Homesteading Skills

Students in these grades deepen their knowledge of sustainable farming, ecological responsibility, and technological solutions that support homesteading

practices. Third graders explore the natural world, focusing on local ecosystems, the impact of weather patterns on farming, and the importance of pollinators. They learn about the water cycle

and soil health and apply basic farming techniques, using simple technology such as garden tracking tools. Fourth graders integrate design and engineering principles, building projects like rainwater collection systems and small shelters, learning how technology can support sustainable living practices. Fifth graders expand their knowledge with topics like crop rotation, soil science, and energy-efficient structures, designing and constructing projects such as greenhouses or cold frames. Through outdoor activities and hands-on projects, students strengthen their bond to the land and gain practical experience in sustainable agriculture, technology, and ecological responsibility.

6th Grade - 8th Grade: Advanced Homesteading Practices and Sustainability

In middle school, students apply their scientific thinking and technological knowledge to real-world challenges. Sixth graders engage with regenerative farming techniques and permaculture, learning to manage ecosystems for long-term health. They design and build structures such as solar-powered greenhouses and rainwater systems, using modern tools to solve environmental challenges. Seventh and eighth graders delve deeper into topics like soil conservation, renewable energy, and the carbon cycle, using technology to optimize farming practices. They also study the cultural history of homesteading in Alaska, understanding how communities adapt to the land for food, shelter, and sustainability. Through design, engineering, and problem-solving, students create eco-friendly buildings and explore farming systems that thrive in Alaska's harsh climate. These middle school students also take on leadership roles by mentoring younger grades, practicing environmental management, and fostering collaboration. They work to innovate and build sustainable solutions, integrating science, technology, design, and ecological responsibility into their projects.

Materials:

The charter school will provide a K-8 program using research-based, standards-aligned curricula. Teachers will use the FNSBSD Curriculum Guides to guide instruction in subjects such as language arts, math, science, social studies, and other subjects. These guides keep instruction aligned with district and state objectives while allowing teachers to incorporate HomeSTEAD principles to deepen students' understanding of real-world applications. Science lessons may connect to local ecosystems and sustainable agriculture, while technology instruction will include projects exploring innovative solutions for farming and environmental management. Social studies and arts education will explore local history, land use, and the cultural significance of homesteading in Alaska. As students advance through grade levels, they will participate in increasingly complex, hands-on projects that integrate these disciplines, culminating in collaborative initiatives that blend design, technology, and sustainability.

For English Language Arts, the school will use materials from Wit & Wisdom by Great Minds, aligned to Alaska ELA standards (alignment [charts](#) -on website). For example, in

Module 1, Grade 3, students focus on analyzing text structure and key ideas, directly supporting Alaska standards for reading comprehension (RL.3.2, RI.3.2). In Grade 5, Module 2, students study figurative language and word meaning in context, aligning with Alaska standards for vocabulary acquisition and usage (L.5.4, L.5.5). Across all grades, Wit & Wisdom incorporates close reading, text-dependent questioning, and writing tasks that are explicitly mapped to Alaska standards, ensuring instruction prepares students for statewide assessments while building critical reading and analytical skills.

Early literacy instruction we will utilize UFLI Foundations. UFLI Foundations is fully aligned with Alaska Reading Foundational Skills (RF K-3). patterns, allowing students to practice reading for meaning in connected text.

For mathematics, the school will use Dimensions Math from Singapore Math (K-8), which provides a coherent, concept-based progression of skills aligned with Alaska Mathematics Standards. For example, in Grade 2, students work on understanding place value and performing multi-digit addition and subtraction, directly supporting Alaska standards 2.NBT.1-2.NBT.7. In Grade 4, Module 3 focuses on understanding fraction equivalence and comparison, addressing standards 4.NF.1-4.NF.3. In Grade 6, students explore ratios, rates, and proportional relationships, aligning with standards 6.RP.1-6.RP.3. Across all grades, Dimensions Math emphasizes problem-solving, mathematical reasoning, and real-world application, which supports Alaska standards for mathematical practice while allowing integration with the HomeSTEAD theme in lessons and projects that connect math to science, technology, agriculture, and design. (Dimensions Scope & Sequence [K-5](#) and Dimensions Scope & Sequence [6-8](#)) We will supplement Dimensions with "Math through a cultural context", when appropriate.

Through HomeSTEAD integration, The HomeSTEAD Charter School will offer students a well-rounded education that not only aligns with the approved curriculum but also prepares them to be thoughtful, innovative problem-solvers committed to sustainability and environmental responsibility. For science we have been donated the yksd curriculum materials and cross referenced this with Fairbanks North Star Borough Curriculum goals. We will use free materials resources when available and as funding becomes available we will purchase "Inspire" by McGraw Hill which is approved and aligned with the state of Alaska Standards. Supplemental science resources include: Additional materials resources include: The Inspire program, Alaska Ecology, and Calypso Farms "curriculum."

Calendar and School Operations time:

We are piloting a year round calendar that our APC has developed. Our calendar aligns lessons to local climate, agriculture, hunting, gathering, subsistence living, and Alaskan

culture. Students attend school Monday-Thursday 8:45am-3:15pm and Fridays 8:45am until 2:15pm

2. Specific Levels of Achievement:

The Charter School students participate in the State of Alaska-mandated assessments. The HomeSTEAD Charter uses universal screening and progress monitoring assessments such as mClass (reading fluency for 1st -4th grade students), Measures of Academic Progress (reading comprehension and math for 3rd-8th grade students), and a kindergarten skills assessment to help measure student progress and identify areas where targeted intervention is required. Data from standardized assessments are viewed in conjunction with classroom-based assessments and teacher observation to guide instructional decision-making. Gifted students are provided with challenging, personalized learning opportunities that foster creativity, leadership, and advanced problem-solving skills.

- ***Flexible learning paths*** - Students test out of grade-level coursework in subjects where they excel and take independent study courses with the strategic use of technology and in class add-ons for projects.

- ***Interdisciplinary and hands-on experiences*** - Gifted students engage in project-based learning, such as designing sustainable building models, researching local environmental challenges, or participating in regional science and innovation fairs.

- ***Real-world applications*** - Through learning opportunities with UAF One Tree partnerships, participation in entrepreneurship programs, and STEM fieldwork, students gain access to advanced study opportunities outside of the traditional classroom.

Vocational Education

Students develop real-world skills through an immersive, hands-on learning experience that prepares them for self-sufficiency, sustainable living, and career readiness.

Key Actions

Practical skill development - Students work on gardening, livestock care, carpentry, and mechanics, maintaining the school's greenhouse, woodworking shop, and small livestock program.

Community mentorships - Local carpenters, mechanics, farmers, and artisans provide on-site workshops and apprenticeships, allowing students to gain industry skills and certifications where applicable.

- ***Applied learning*** - Students design and manage homestead sustainability projects, such as solar energy installations, food preservation techniques, and animal care plans, integrating STEM and problem-solving into hands-on work.

3. Admission Policy and Procedures:

Should enrollment applications exceed the enrollment capacity we will use the Fairbanks North Star Borough School District Lottery.

All Pre-enrollment orientation tasks must be completed in order to participate in the lottery. Enrollment Preference is given to:

1. Children of founding members (individuals who have dedicated greater than 30 hours of volunteer time directly contributing to the formation of the charter school and completion of this charter application, as well as children of staff members.
2. Siblings of Currently Enrolled students will receive slight preference-Siblings of students currently enrolled students (including step and foster siblings residing in the same household)
3. A slight preference will be given to military affiliated students (those whose parent or guardian are or may have been: active duty military, former military, in the Reserves/National Guard, Veterans/Retired, or those who served in the Military and discharged honorably) This preference is slight, and will account for an approximate maximum of 10% of our total enrollment.
4. All other Applicants are subject to the FBNSBSD randomized lottery process.

The HomeSTEAD keeps a waitlist of students who have applied but were unsuccessful in being chosen through the lottery. When there are openings in the school between the annual lotteries, the waitlist is used to fill the vacancies.

Waitlists do not carry over to next year's lottery. All unsuccessful applicants are welcome to reapply the following year.

4. Administrative Policies:

- a. Academic Policy Committee (describe the make-up of APC, APC election process)
 1. Jasmine Wicks, President, Parent
 2. Summer McMillan, Vice Chair, Parent
 3. Katelyn Freeman, Secretary, Former FNSBSD employee, Parent
 4. Chelsea Davis, Parent, Former FNSBSD employee
 5. Dr. Megan Jackson, Parent
 6. Samuel Barney, Ex Officio, BEST Homeschool Hub Certified Teacher, Parent
 7. Renee Morales, Early childhood development specialist, former FNSBSD employee, Grandparent
 8. Sandra Wolfe, Former FNSBSD employee, Staff Relations advisor and Military special interest counsel
 9. Morgan Woods, Parent, Military Affiliated Advisory Seat
 10. George Koontz, Parent, Local Cultural Liaison/ Advisory Seat (Diversity, Equity, Inclusion, and Accessibility)

APC bylaws describing the apc make-up, and election process in Appendix C Page 59 of Charter Application

b. Administrator (*evaluation of, qualifications, hiring process, termination process*)
TBD pending interviews with the APC and pending the FBNSBSD hiring process. The APC will complete a Charter School Head Teacher Evaluation as required.

The Head Teacher/Principal Evaluation Process

The annual Principal/Head Teacher evaluation is an essential tool used to ensure a communication link between the responsibility of the school APC and its one direct employee, the Principal/Head Teacher. The annual summative evaluation is designed to evaluate the progress and leadership of the Principal with regard to the APC's vision and goals each year.

The following list provides the APC with a step-by-step checklist:

- All APC members will participate in the evaluation process.
- The APC will execute the evaluation process utilizing the APC adopted evaluation instrument, - the Head Teacher/Principal job description, - the Head Teacher/Principal contract; and, -Head Teacher/school performance goals. -The APC will periodically review, amend and adopt a job description and the evaluation instrument for the Principal/Head Teacher, aligning the evaluation instrument with the job duties.
- The APC will adopt a timeline for conducting the Principal/Head Teacher evaluation.
 - The Principal/Head Teacher will complete a self-evaluation and provide a copy of his/her completed evaluation to the APC president.
 - The APC president will distribute the Principal's self-evaluation, evaluation instrument, job description, contract, and goals to all APC members. Prior to the evaluation meeting, all APC members will complete the evaluation instrument and return to the APC president by the stated deadline so he/she may compile the results.

c. Students (*grade levels served*)

Approximately 100 students kindergarten through 8th Grade

d. School Calendar and Times of Operation (see attached calendar and daily schedule for hours of operation)

e. School Board Report (*attach board report per AR*) *N/A*

5. Funding:

The School District allocates funding in accordance with State Law, less administrative costs determined by applying the Department of Education and Early Development approved 4% indirect cost. An annual budget is submitted according to schedules established by the School District. The Charter School's program budget is used for operating expenses of the school's educational program, including the purchase of textbooks, classroom materials, and instructional aids, as well as student allotments.

Funds are made available on July 1 of each year and will continue under this Agreement.

The amount of the budget will be adjusted following the ADM count period as established by the State of Alaska.

The Charter School may choose to carry over up to ten percent (10%) of the current, annual expenditures into a Charter School designated ending fund balance to be available for expending the following school year.

The Charter School may also receive revenues from grants and special revenue funds (beyond the per-pupil allocation) approved by the School District. Grants and special revenue funds received by the Charter School from the School District will pass directly into the operating fund and will be used as specified in grant requirements. All donations, gifts, and grants will be utilized to help accomplish the mission and goals of the school.

6. School District Charges:

The Charter School shall account for receipts and expenditures and comply with the FNSBSD's purchasing and accounting systems. The charter school agrees that it shall comply with all state and federal requirements for the receipt and use of public money. The Charter School will comply with all District, state, and federal audit requests.

7. Student Fees and Charges:

The 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. Charter fees must be clearly outlined in their school's charter.

8. Method of Accountability for Receipts and Expenditures:

Between December and March, the Charter School liaison will work with the School District Business Manager to develop a budget for the next school year. This will include the salaries of all staff at the Charter School. At this time a "projected" student count for the following year will be given. The estimate may be finalized at the May School Board meeting.

The Charter School acknowledges that adjustment to the Charter School budget may be necessary if the estimated revenues are revised due to School Board, legislative, and/or Borough Assembly action.

All funds will run through the normal School District financial process. The Charter School agrees that it shall comply with all State of Alaska and Federal requirements for the receipt and use of public funds.

9. Location and Description of Facility:

400 Two Rivers Rd

The facility is 22,200 square feet in size, containing 6 classrooms, 2 administrative offices, and other facilities as described as follows:

Main office/Classroom

1 smaller classroom (formerly pre-k) and a combined full size classrooms. There is a music room, library, small computer lab, small staff kitchen, nurses office, and several faculty only areas/storage areas.

The 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 School District.

The 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 School District.

10. Teachers and Support Staff:

1. Administrator - TBD
2. Teachers - TBD
3. Secretary - TBD
4. Custodial Staff - TBD
5. Other staff as required - TBD

The Charter School shall promptly provide the School District with written notice of any permanent changes to staff. It is agreed and understood that all employees will be recruited and employed through School District processes and that teachers must sign a written contract with the School District before providing services. Unless the School District and any association representing a teacher or support employee agree to an exemption, all provisions of an existing negotiated or collective bargaining agreement applicable to employees shall remain in effect while the employee provides services at Charter School.

11. Special Education:

Providing a Free and Appropriate Public Education is a joint responsibility of both the charter school and school district. Charter Schools are subject to all state and federal laws, including, but not limited to the Individuals with Disabilities Education Act. Specifics related to these responsibilities are outlined in Appendix A.

12. Teacher to Student Ratio:

The Charter School shall maintain the following pupil-teacher ratios: *1:23 or less*

13. Enrollment:

The Charter School shall enroll a minimum of 75 students and a maximum number of 100 students at all times.

14. Retirement:

In accordance with and subject to the requirements of state law, eligible employees of the Charter School shall be members of the Teachers' Retirement System and eligible support employees shall be members of the Public Employees' Retirement System.

15. Risk Management:

The Charter School agrees to provide liability and risk insurance through the insurance program with Fairbanks North Star Borough. The Charter School agrees that it will coordinate all risk management activities through the Borough's risk management office. The 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 School District and receiving the School District's written approval.

The Charter School agrees to operate in such a manner as to minimize the risk of injury or harm to students, employees, and others. The Charter School shall comply with all School Board policies and regulations, and comply with all applicable federal and state laws, concerning student welfare, safety, and health including, without limitation, School Board policies addressing the reporting of child abuse, accident prevention, and disaster response, and any state regulations governing the operation of school facilities.

16. Term:

The term of this Agreement shall be five years, effective upon complete execution by the School Board.

17. Program Evaluation:

During contract renewal, the school administrator shall oversee the preparation of a written report that provides an assessment of the Charter School program. The report will include information about:

- a. Student achievement assessment results
- b. Recommendation for remediation of poor student performance
- c. School goal attainment
- d. Student enrollment

- e. Description of charter school activities
- f. Meeting minutes
- g. List of Academic Policy Committee officers and members
- h. List of officers in any PTA/PTO or other parent organization
- i. Changes planned including changes to the contract and modifications to the charter

The Charter School will make a presentation to the School Board and the public. Written reports will be received by the district prior to the Charter School's presentation to the School Board. The presentation will include student achievement results, highlights of the year, and any changes being requested to the contract or charter.

18. Termination:

During the Charter Schools review with the School Board, compliance with the provisions of this Agreement will be reviewed. If any allegations of noncompliance with this Agreement are presented either during the review or at any other time, then the School Board, through the Superintendent or designee, shall investigate the allegations to determine what remedy is warranted for the alleged noncompliance.

The School Board may terminate this Agreement for:

- a. Failure by the Charter School to meet the minimum average enrollment of 75 students within the first 20 days of operations if starting in January 2027.
- b. Failure by the Charter School to meet the minimum average enrollment of 75 students upon completion of the 20 day count period in October.
- c. Failure by the Charter School to meet the educational achievement goals;
- d. Failure by the Charter School to meet fiscal management standards;
- e. Failure by the Charter School to abide by the Board Policies and Administrative Regulations of the School District;
- g. Default by the Charter School in any material provision in this agreement, or Other good cause as proven by the School Board.

If termination is determined based upon failure to meet the enrollment threshold (a. and b.), the School Board shall provide written notice to the Charter School of the intent to terminate the Agreement and the timeline for closure of the school, which will be no later than the end of the quarter.

For all other termination determinations (c.-g.), the School Board shall provide ninety (90) days' written notice to the Charter School of its intent to terminate this Agreement. The notice shall include the reasons for its action and the specified time allotted for the

situation to be remedied. If the Charter School fails to remedy the cause for termination within the time specified, this Agreement shall automatically terminate at the end of the specified time. The Charter School has thirty (30) days to appeal the School Board's decision to terminate this Agreement.

Upon termination, the Charter School has until a new semester starts which is not less than forty-five (45) contact days from the date of termination, to close the Charter School. For the welfare of the students, the School District shall work with the Charter School's staff and Academic Policy Committee to provide a smooth transition for all students into the appropriate School District schools.

At the close of the Charter School, any unused funds remaining and/or assets shall immediately be returned to the School District.

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

The Charter School will bear any legal costs incurred as a result of an investigation if non-compliance by the Charter School is verified.

19. Federal and State Use of Public Money:

The Charter School agrees to comply with all state and federal requirements for the receipt and use of public money.

The Charter School shall comply with all applicable federal, state, and local laws, rules, and regulations including without limitation, the constitutional provisions prohibiting discrimination on the basis of disability, age, race, color, gender, national origin, or religion. The Charter School agrees that it shall operate as a nonsectarian public school.

20. Exemptions or Requirements Included in this Agreement (Waivers):

324.1: School Building Administration - Assignment and Transfer of Building Administrator

325: Staff Relations

5121: Grades/Evaluation of Student

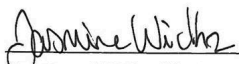
5126: Awards for Achievement

6111: School Calendar

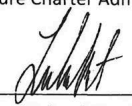
6112: School Day

6141: Curriculum

6161.1: Selection of Materials

 4/26/2026
Signature APC President Date

N/A

Signature Charter Administrator Date
 04/22/26
Signature School District Official Date

Fairbanks North Star Borough School District Charter School/Special Education Services

Responsibilities

In an effort to help clarify financial roles and responsibilities for both charter school and Special Education department budget planning, the following guidelines apply. These guidelines do not represent a change in current policy practice but formally document responsibilities for special education services at charter schools within the Fairbanks North Star Borough School District.

Students with disabilities who attend charter schools are entitled to receive all rights under the IDEA, and may not be denied access to a charter school due to their disability.¹ The obligation to comply with the IDEA is not excused simply because a charter school does not have the infrastructure or staff to ensure IDEA compliance. Students in charter schools must be located, identified, and evaluated in accordance with the IDEA's child find provisions; be provided with IEPs; receive FAPE; be placed in the least restrictive environment; be taught by appropriately trained personnel; and be accorded the complete set of procedural safeguards under this law.²

It is the responsibility of both the Special Education Department and the individual charter schools to ensure compliance with state and federal law, and that these obligations are met.

Charter schools are responsible for:

Hiring and supervising special education certified teachers and any support staff

(including paraprofessionals and counselors) needed to meet the educational/related services needs of students for whom the charter school has been determined an appropriate, least restrictive environment.³

Staff to ensure compliance with special education paperwork requirements, in coordination with the special education department.

All instructional materials, assistive technology equipment, instructional technology, and hardware needed for evaluation of students.⁴

The Special Education department is responsible for:

Providing administrative support for special education students in charter schools. This includes record keeping, long-term file maintenance support, and District coordination of IEPs and the IEP process.

¹ 34 CFR 300.209.

² 34 CFR 300.209.

³ Specialized positions in the related services can be difficult to recruit and hire for. In some cases these services may need to be provided virtually. In the event that a charter school requires more support from related services than outlined herein, it may be possible to make arrangements on a case-by-case basis for the district to make related services staff available on an hourly basis at service cost.

⁴ The Special Education department may assist, when necessary, to provide equipment for charter school special education students.

Providing access to District electronic tools for evaluation and IEP development (PowerSchool Special Programs and Q-global/interactive).

Training new special education staff at charter schools, as appropriate to their role, in the use of PowerSchool Special Programs, Special Education policy and procedures, Crisis Prevention Institute training, de-escalation, and special education evaluation instruments.

Inviting charter school special education staff to District professional development opportunities, as appropriate.

Consultation from assistive technology staff, as needed, for student IEP support.

Related Services support for evaluation, IEP development, and supervision/implementation of student IEP services and accommodations support.

From: The HomeStead APC, The HomeSTEAD Charter School

Contact: Jasmine Wicks (President) Phone: 228-547-7832,
Summer McMillan (Vice President) Phone: 662-607-5177,
Samuel Barney (Ex Officio) Phone: 864-391-1289

Date: 10/01/2025

To: Fairbanks North Star Borough School Board,
Fairbanks North Star Borough School District Administration

Re: Proposal for Shared Use of School Building – The HomeSTEAD Charter & BEST Homeschool Hub

Dear Members of the School Board, Superintendent, and District Administration,

On behalf of the HomeSTEAD Charter School and in partnership with the BEST Homeschool Hub, I am pleased to present a proposal for the shared use of a school facility within the Fairbanks North Star Borough School District (FNSBSD). This arrangement is designed to maximize facility utilization, reduce lease costs for the district, and expand innovative educational opportunities for families across the Borough. We are not realtors or lawyers so we do ask for guidance from the district as to what the norms are for the lease agreements and the standards for these in other district maintained buildings.

Current District Costs vs. Proposed Arrangement

At present, FNSBSD leases another borough-owned school to another charter school. Publicly accessible financial data shows that this larger square foot building (with what we can assume to be significantly higher utility bills) is negotiated at a rate of \$257,000 per year. The proposed charter/homeschool hub model we are presenting requires fewer classrooms, has a smaller footprint, and a smaller cost to maintain. At present, the use of the building comes with the cost of utilities and expenses to BEST. It was said during a school board meeting that BEST is the biggest revenue generator the district has. We would like to make it possible for the borough to retain more of the funds by proposing a barter.

Under this proposal:

- The HomeSTEAD Charter would utilize the classrooms in the main hall and shared office space, and we also ask to lease the furnishings that were allocated to (or left behind from) the former Two Rivers K-8 or other surplus.
- BEST Homeschool Hub would have one multipurpose use room, and share use of the main office, as well as a dedicated office space for the BEST Homeschool Hub teacher/resource person. We ask that BEST consider continuing paying the day

time custodial support, but in the interest of fairness, we are curious if there is a way for us to pay a portion of that or contribute in another way. (Our budget is tight, but we are striving to make realistic and considerate offers)

- We ask that shared use and maintenance of the ATV and other snow removal be included in our lease. We ask that we be allowed to contribute financially to the maintenance and fuel cost of the ATV as well as professional snow removal.
- We ask that the district allow us to outsource some of the maintenance tasks (such as, but not limited to, snow removal) to well qualified, skilled, and vetted volunteers within the community. (We understand this may be subject to additional approvals and processes).
- Shared facilities such as the gym, library, staff lounge, kitchen, and common spaces would be used collaboratively. We are also proposing sharing the furnishing with BEST and the students enrolled in BEST.
- We will address additional considerations of the lease in regards to the contents of the building..

We propose a lease rate of \$100,000 per year. We feel this number (in comparison to Effie) is reflective of both the reduced number of classrooms and lower utilities compared to the current facility. This results in an annual savings of approximately \$75,000 for the district, plus an additional \$25,000 to help offset major maintenance costs or fluctuations in utility costs (this number is assumed based on the previous budget of Two Rivers K-8 for utilities and maintenance) and to help compensate for other shared items or lease terms.

Added Value Beyond Cost Savings

In addition to cost reductions, this proposal generates meaningful value for the district:

1. Shared Educational Opportunities

- BEST students may “drop in” to Homestead Charter’s STEAD project-based classes tuition-free, expanding learning options through a barter system in exchange for the reduced rent. We are open to having BEST students participate in our homestead module beyond the two allocated tuition-free classes at no charge with district permission. This tuition-free rate would not be extended to other correspondence schools.
- We believe that shared use of the kitchen would benefit BEST students as well as those enrolled in the charter. By choosing to participate in the nutrition program we feel that this may help with food insecurity amongst our community. At present we have multiple community families that rely on the food bank to help their family and many students that attend the local food distribution on a weekly basis to receive bone builder meals and snacks.

2. Revenue Growth & Retention

- BEST is the district's largest single revenue generator through correspondence enrollment. We would like to use our charter to increase enrollment in BEST.
- We plan to cap the enrollment in our charter and refer a portion of the maximum capacity to BEST when appropriate.
- We plan to present BEST as an option for families with students in 9-12 that value keeping their children in close proximity.
- Expanding STEAD field school programs to out-of-district correspondence students for a fee (or a percentage of their allocation) would create additional revenue streams for the district.

2. Community and Enrollment Benefits

- Families engaged in both BEST and STEAD programming are more likely to re-enroll in FNSBSD, ensuring state funding remains within the Borough.

3. The Two Rivers area has a unique appeal for military families, as it is one of the few areas where service members can purchase homes with land using their housing allowance—without having to offset real estate costs out-of-pocket, as is often required in more expensive Fairbanks neighborhoods. This makes Two Rivers an attractive option for stable, long-term residency and increases the likelihood of military families rejoining the district.

4. Alignment with District Priorities

- According to national data, 73% of parents report that flexible learning pathways increase their satisfaction with public schools (Education Week, 2024).

- This proposal demonstrates FNSBSD's leadership in creating innovative, flexible education pathways while simultaneously reducing costs.

This proposal serves as a direct response to public testimony concerning the school district not consolidating spaces. We understand that the general public does not seem to resonate with the district servers remaining down town, but we get it. You addressed it and we now know servers can't be moved, that would incur more expenses. We also recognize that the masses do not watch almost every school board recording like some of our members do (we are invested). This proposal provides the district and the board with a tangible example of how they are listening to the community and making appropriate changes and innovations where possible. We look forward to being a part of the

Summary of Benefits to FNSBSD

- solution!

5. We would like to lease the furniture to temporarily furnish classrooms and common spaces. As we are able to purchase replacements over time, we plan to return the leased items to the district gradually, ensuring all items are accounted for and in good

condition. We feel that keeping furniture and other items (especially those that may otherwise sit in storage, or be disposed of) in use supports our mission of sustainability and environmental stewardship. We appreciate the district's support in helping us establish a comfortable and functional learning environment for our students while also prioritizing less consumerism. We recognize that used items may not be as aesthetically pleasing to some, but the positive environmental impacts are beautiful in our eyes. We also appreciate the district's consideration in our proposal of sharing some of the snow removal supplies and any other shared items. Annual savings for BEST (and thus, the district) as we absorb the cost of utilities in the building.

- Expanded educational offerings to BEST students at no added expense to the district.
- An opportunity to improve public perception of the district and board.
- New fee-based opportunities to grow district revenues.
- Stronger enrollment retention, especially among homeschool and military families.
- Reinforcement of the district's commitment to innovation, flexibility, and community partnerships.

We believe this partnership offers a powerful opportunity to strengthen the district's financial health, expand student learning pathways, and support both local and military families in the Borough. We would welcome the chance to meet with you to discuss this proposal in greater detail.

We do want to express that we are grateful that the district is being patient with us and all of our questions and ideas. We are a group of parents and this is uncharted territory for all of us. Thank you! Lastly, we ask if the district could let us know if there is an option to lease the kitchen refrigerator, bid on a surplus fridge, or if it is acceptable for us to buy a non-commercial refrigerator and bring it to the building. Even if we do purchase one from our proposed charter budget, we would still be open to extending use of that to BEST and any other district officials that visit the school.

Thank you for your consideration.

Respectfully submitted,

The HomeSTEAD Charter School APC

Appendix C: Evidence of Bylaws

BYLAWS HomeSTEAD Charter APC

Article I

Name

The name of the organization shall be The HomeSTEAD CHARTER SCHOOL. The school will herein be referred to as The HomeSTEAD Charter School or “The HomeSTEAD school” for short.

Article II

Purpose

The purpose of the organization shall be to educate K-8 children under a charter agreement between the Fairbanks North Star Borough School District in accordance with the mission set forth in said charter agreement.

Article III Governance

HomeSTEAD Charter School shall be governed by the Academic Policy Committee (APC). The APC shall have the maximum power permitted by law, shall establish policy for the school, shall fulfill the duties prescribed in A.S. 14.03.250, et seq., and as set forth in these bylaws, and shall perform the following functions, including, but not limited to:

Section 1. *Maintain the vision of the Charter, including being aware of the school history, policies, and goals;*

Section 2. *Foster communication throughout the school community;*

Section 3. *Nurture a sense of community and promote professional conduct in accordance with Fairbanks North Star Borough School District Policies;*

Section 4. *Review the school operating budget and upon request from parents, teachers, or staff, review request for purchases of materials initially denied by the principal/head teacher and;*

Section 5. *Be advised prior to making large changes to the school operating budget;*

Section 6. *Review and recommend Charter changes;*

Section 7. *Address major school facility issues*

Section 8. *Address parental and student issues as requested.*

Section 9. *Select Administrator.*

Section 10. *Delegate to the principal/head teacher those tasks deemed appropriate by the APC*

Section 11. *Review and rule on any other questions, issues, or policies that from time to time may arise, to the extent permitted by law.*

Members of the APC shall have no authority over the school as individuals; they have authority only when acting as a body duly called in session.

Article IV Academic Policy Committee

NoSection 5. President's Function. *The President shall be a parent member of the APC, and shall:*

- a. Preside at all meetings of the APC;*
- b. Appoint, with the consent of the APC, all committee chairs and require them to give reports of their actions to the APC;*
- c. Set the time and place of all special meetings of the APC; and*
- d. Have authority and perform duties as directed by the APC from time to time.*

Section 6. Vice President's Functions. *The Vice President shall:*

- a. Serve in the place of the President if they are unable to serve or chair meetings; and*
- b. Perform such other duties as from time to time may be assigned by the APC.*

Section 7. Secretary's Functions. *The Secretary shall:*

- a. Keep the minutes of the meetings of the APC in computer files and/or one or more books provided for that purpose;*
- b. See that all notices and agendas are duly given and posted in accordance with the provisions of these bylaws or as required by law;*
- c. Keep an updated list of the mailing address, e-mail address, and telephone numbers of each member of the APC; and*
- d. In general perform such other duties as from time to time may be assigned to him/her by the APC.*

ARTICLE VI

Election and Appointments, Qualifications of APC

Section 1. Membership.

The APC shall consist of 7 to 11 voting members, plus the Head Teacher as an ex-officio member, unless changed by an approved amendment to these bylaws.

The voting members shall include:

- *Three Charter School staff members*
- *Four (or more) parents with children attending the Charter School*
 - *One parent who may have a child enrolled in either BEST Homeschool or the Charter School*
- *One community-at-large member, elected on a case-by-case basis*

In addition, the APC shall have two (2) advisory positions:

- 1. Local Cultural Liaison/ Advisory Seat*
- 2. Military Connected Advisor*

A non-parent community voting member must submit an application for APC membership. Current elected APC members shall vote to approve or deny the application by majority vote. An APC representative shall notify the applicant of the result, and then a public election would be held.

Advisory members serve at the discretion of the APC and do not vote or make motions, except as specifically allowed in these bylaws.

The Principal/Head Teacher is an ex-officio member. The Head Teacher shall not make motions or vote except in the case of a tie, when the Head Teacher (or acting administrator) will cast the tie-breaking vote.

Section 2. Terms and Term Limitations.

General voting members shall serve one-year terms. Executive officers shall serve two-year terms.

General voting members may serve unlimited consecutive terms.

The President, Vice President, and Secretary may serve no more than two consecutive terms in the same position, beginning in the 2026/2027 school year. Time served before the charter's official opening shall not count toward this limit.

Terms shall be staggered for continuity. All terms expire after elections.

Advisory members serve one-year terms and may be reappointed without limit.

Section 3. Removal.

A voting member may be removed at any regular, annual, or special APC meeting by a two-thirds vote of the members then in office. Frequent absences, failure to fulfill responsibilities, or unprofessional conduct may result in removal.

Advisory members may be removed at any time by majority vote of the APC.

Section 4. Resignations.

A member may resign at any time by written notice to the Chair or Secretary. The resignation is effective on the date specified in the notice. Acceptance of the resignation is not required for it to take effect.

Section 5. Vacancies.

If a voting position becomes vacant due to death, resignation, removal, or inability to serve, the remaining APC members shall fill the vacancy by majority vote. The person appointed shall serve the remainder of the unexpired term.

Vacancies in advisory seats shall be filled by majority vote of the APC.

Section 6. Expenses.

APC service is voluntary. Members shall not receive compensation, monetary or otherwise, for their service.

Officers of the Academic Policy Committee

Section 1. Appointment and Term of Office.

Officers shall be nominated and elected by majority vote of the APC at the annual meeting.

Each officer serves until the next annual election and until a successor is chosen, unless they resign, are removed, or become disqualified.

Elected officer positions are:

- *Seat A: President*
- *Seat B: Vice President*
- *Seat C: Secretary*

One person may hold two offices simultaneously, except that the President and Vice President positions cannot be held by the same person.

Section 2. Temporary and Advisory Seats.

The APC may establish temporary seats to address specific short-term needs or tasks. Temporary members serve for a defined term or until the task is completed.

Temporary or advisory members do not vote or make motions and shall not vote on any motion to amend, repeal, or adopt these bylaws. Only duly elected voting members may vote on bylaws changes.

The purpose, term, and voting status of each temporary or advisory appointment shall be recorded in the minutes at the time of appointment.

Section 3. Removal.

Any officer elected or appointed by the APC may be removed by a majority vote of the APC when in the best interests of the Charter School.

Section 4. Vacancies.

Vacancies in any officer position due to death, resignation, removal, disqualification, or otherwise may be filled by the APC for the remainder of the term.

Section 5. Advisory Seat.

One advisory position shall be designated as the Diversity, Equity, Inclusivity, Accessibility Advisory Seat. The purpose of this seat is to provide perspective, recommendations, and community insight to the APC on matters of diversity, equity, inclusion, and accessibility.

The APC encourages this seat to be filled by an individual with lived experience, cultural knowledge, born as, or have a meaningful connection to, an Alaska Native, American Indian, or other historically underrepresented community, in a manner consistent with applicable state and federal nondiscrimination laws.

The Local Cultural Liaison may:

- *Advise the APC on policies related to inclusion and equitable access*

- *Provide insights that support a respectful and supportive environment*
- *Participate in discussions and offer recommendations*
- *On occasion represent the APC at meetings and in interviews*

This advisor is a non-voting member and may not make motions.

Section 6. Military Connected Advisor.

One advisory position shall be designated as the Military Connected Advisor. The purpose of this seat is to provide insight and recommendations regarding the needs of military-connected students and families.

The Military Connected Advisor may:

- *Advise on issues that affect military-connected students*
- *Offer perspective on transitions, enrollment, and family engagement*
- *Participate in discussions and offer recommendations.*

This advisor is a non-voting member and may not make motions.

Section 7. APC Elections and Nominations

1. Notice of Open Positions

The APC shall announce all open voting positions at least thirty (30) days prior to the annual election. The election shall be held no later than the third week of April unless otherwise determined by the APC.

2. Nominations

Eligible individuals may be nominated by a current APC member or may self-nominate.

For Parent APC positions, nominations may be submitted by parents or legal guardians of students currently enrolled in the school.

All nominees must submit a completed APC application prior to the election date and meet the eligibility requirements outlined in these bylaws.

3. Voter Eligibility

For Parent APC positions, only parents or legal guardians of students enrolled in the school at the time of the election are eligible to vote.

For Staff APC positions, only current Charter School staff members are eligible to vote.

Each eligible voter may cast one vote per open position.

4. Election Procedures

The APC shall oversee the election process to ensure it is conducted fairly and transparently. The APC shall:

- a. Prepare a digital or printed secret ballot listing all qualified candidates;*
- b. Distribute, collect, and count ballots;*
- c. Monitor voter eligibility;*
- d. Resolve disputes regarding ballot validity;*
- e. Notify candidates and the APC of the results;*
- f. Announce the results to the school community; and*
- g. Prepare and maintain a written report of the election results, which shall be kept in the Principal/Head Teacher's office and made available for public review.*

Secret ballots must be cast using the method prescribed by the APC by the designated deadline. Proxy voting or voting by unauthorized methods is not permitted.

A majority of votes cast shall determine the outcome of the election.

5. Tie Votes

In the event of a tie vote, the tied candidates shall participate in a run-off election conducted within a reasonable timeframe. If the run-off results in a tie, the Head Teacher, serving as ex-officio member, shall cast the tie-breaking vote.

6. Uncontested Seats

If the number of qualified candidates is equal to or fewer than the number of vacant positions, the APC may dispense with a ballot election and seat the candidates by a two-thirds (2/3) vote of the voting APC members present.

7. Advisory Seats

Advisory seats are appointed rather than elected. Applicants for advisory positions shall submit an application and may be appointed by majority vote of the voting APC members at a regular meeting.

Advisory members do not vote or make motions.

8. Assumption of Duties

Newly elected or appointed members shall assume their duties immediately following certification of the election results, unless otherwise specified by the APC.

Article VI

Meetings of the Academic Policy Committee

Section 1. Open Meetings Act. *The APC hereby formally adopts the Open Meetings Act, A.S.*

44.62.310 et seq. (“the Act”). All meetings are open to the public and 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.

Section 2. Time of Meetings. *The regular meeting of the APC shall be held at the date, time and place as determined by the APC. The APC shall meet regularly to discuss the school’s operations and hear reports and updates from each APC member, consider and adopt policies, and consider requests and concerns from parents, students, and teachers concerning issues that impact the entire school.*

Section 3. Place of Meeting. *The APC may designate any place as the place of meeting for any annual meeting or for any special meeting called by the APC.*

Section 4. Annual Meeting. *The Annual Meeting of the APC shall be held on the first regularly scheduled APC meeting following the APC election, or at the date, time and place as determined by the APC. At the annual meeting, the APC shall elect officers and consider such other business as may properly be brought before the meeting.*

Section 5. Special Meetings. *Special meetings for any purpose or purposes may be called at any time upon request of any three APC members. Any member or the Chair may call the meeting upon receiving the requisite request. The business transacted at any such meeting shall be limited to the purpose or purposes stated in the notice thereof.*

Section 6. Quorum. *The quorum for any meeting of the APC shall be four members as represented in person, by proxy, or by teleconference. No formal action may be taken at any meeting at which a quorum is not present. When only a quorum exists, the APC shall act by unanimous vote unless otherwise required by the Bylaws. If more than a quorum is present, every act or decision done or made by a majority of the members present at a meeting duly held shall be regarded as the act of the APC.*

Section 7. Proxies. *At all meetings, a member may vote by proxy executed by the member. Such proxy shall be filed with the Secretary of the corporation before or at the time of the meeting.*

Section 8. Adjournments. A quorum may adjourn any meeting to meet again at a stated place, date, and hour; however, in the absence of a quorum, a majority of the members present at any regular or special APC meeting may adjourn until the time fixed for the next regular APC meeting.

Section 9. Executive Sessions. In accordance with the Open Meetings Act, an executive session may be held to discuss matters including but not limited to:

- a. Attorney-client matters;
- b. Non-personnel contract proposals or negotiations;
- c. Sensitive personnel matters; and
- d. Confidential student matters.

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

Matters discussed during the executive sessions shall remain confidential among those attending. The Secretary of the APC shall maintain topical minutes of all executive sessions.

Article VII

Committees

Section 1. Membership of Committees. The APC may designate and appoint one or more committees to perform specific tasks assigned by the APC. Members will be selected by the APC from a list of volunteers who are parents of children attending the school, community members at large, the principal/head teacher, teachers, or teachers' assistants. (at present the APC has formed a Grants team, Diversity and Inclusion team, and Recruitment team)

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

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

Section 4. Meetings. *Special committees to the APC shall comply with the Open Meeting Act and notice requirements set forth in Article VII, Section 4 of these bylaws. A quorum is when at least 50% or members are present. Telephonic and zoom participation is permitted.*

ARTICLE IX

Principal/Head Teacher

Section 1. Selection/Removal. *The principal/head teacher shall be selected by the Academic Policy Committee. Removal of the principal/head teacher will require a 2/3 vote of the full APC.*

Section 2. Duties and Responsibilities. *The principal/head teacher shall have those day-to-day management and other duties as assigned and delegated by the APC, or as required by law. The principal/head teacher shall select, appoint, or otherwise supervise employees of the school. The principal/head teacher shall see that all policies, orders, and resolutions of the APC are carried into effect. Upon delegation by the APC, the principal/head teacher shall:*

- a. Maintain financial records of the school;*
- b. Manage the day-to-day operation of the school;*
- c. Meet regularly with parents and with teachers of the school to review, evaluate, and improve operations of the School;*
- d. Meet with the APC regularly to monitor progress in achieving the APC's policies and goals;*
- e. Submit appropriate information as required by the School District, Department of Education or Federal and State Agencies; and*
- f. Submit for approval or disapproval to the APC all significant policy and financial decisions that may have a substantial impact upon the School.*

ARTICLE X

Administration of Finances

Section 1. Fiscal Year. *The fiscal year of The HomeSTEAD charter shall coincide with the fiscal year of the Fairbanks North Star Borough School District (July 1 through June 30).*

Section 2. Contracts. *The APC has the authority to enter into contracts, execute and deliver instruments, and otherwise legally bind the school. The APC may delegate this authority, either in specific instances or in general, to the principal/head teacher or his/her designee, or to any officer of the APC.*

Section 3. Budget and Purchasing Authority. *The APC, with support from the principal/head teacher, is responsible for the development and approval of the school budget in accordance with Fairbanks North Star Borough School District timelines and*

standards. Significant budget changes that may occur during the school year require APC approval. Withdrawals or transfers from any and all District monitored school funds for purchase of any single nonconsumable item or capital improvement over ten thousand dollars shall be approved by both the APC and the principal/head teacher. In instances requiring emergent action, the principal/head teacher may act on behalf of the APC and shall report such expenditures, and the reason for emergent action, to the APC at the next regular meeting following said action. Any expenditure for single nonconsumable items less than ten thousand dollars, and purchases of consumable items necessary for school operations from funds available for such purchases require only the approval of the principal/head teacher.

Section 4. Accounting. *The principal/head teacher or his/her designee shall present to the APC at regular APC meetings an accounting of expenditures and performance relative to the approved budget. The APC may at any time cause a full or partial independent audit of school monies to occur.*

ARTICLE XI

Parliamentary Authority

Conduct of meetings. *The rules contained in Martha's Rules of Order shall govern the conduct of meetings of the organization in all cases to which they are applicable and in which they are not inconsistent with these bylaws. The Chair may suspend or apply Martha's Rules informally in order to facilitate discussion amongst the members.*

ARTICLE XII

Ethics

The HomeSTEAD Charter School is committed to delivering a quality education for all of its students. The Fairbanks North Star Borough School District does not discriminate on the basis of race, ethnicity, color, religion, creed, sex, age, national origin, physical or mental disability, pregnancy, parenthood, sexual orientation, gender identity or military affiliation. The APC, administration, teachers and staff shall conduct themselves in such a way as to promote that ethical standard. No member of the APC, administration, teachers or staff shall take advantage of their position for their personal gain above and beyond that which is made available to all other members of the HomeSTEAD Charter School community and/or reasonable and customary contractual allowances.

ARTICLE XIII

Indemnification

The school may, to the maximum extent permitted by law and in the absence of School or District insurance, defend, hold harmless and indemnify all current and former members of the APC, all persons who at the request of the APC have acted or not acted, and all persons currently or previously employed by the school, from and against any

claims, civil or criminal, in which that person is made a party by reason, in whole or in part, of being or having been an APC member or officer, at the request of the APC have acted or not acted, or being or having been an employee of the school, when that person has acted within the course or scope of his or her duties to the school. Indemnification shall be provided by a majority vote of a quorum of the APC, on a case-by-case basis.

ARTICLE XIV

Amendments to Bylaws

These bylaws may be amended or revised by a two-thirds vote of the APC present at any regularly scheduled or special meeting provided that the amendments or revisions proposed were submitted in writing to the APC and posted publicly on the APC meeting agenda in advance of voting on said amendment(s).

Appendix D: Academic Policy Committee Members and Minutes

The Academic Policy Committee recognizes its obligation on behalf of the HomeSTEAD Charter School to act as trustee for public and private funds provided in support of the School. In keeping with this obligation, the HomeSTEAD Charter School will utilize the administrative and financial policies and procedures provided by the School District, School board, and as listed with the State of Alaska at the time of the application to FNSBSD for charter school approval.

Our current APC is composed of a large group of volunteers who have contributed to the formation of this charter.

The individuals identified herein shall serve as the Interim Academic Policy Committee (APC) for the duration of the charter application and approval process. Upon approval and activation of the charter, a formal election of the APC members shall be conducted in strict accordance with the procedures and requirements set forth in the school's by laws, thereby establishing the duly elected governing body. A formal election occurred via digital polling and the interim APC for the HomeSTEAD Charter school was duly elected. The current APC members are as follows:

1. Jasmine Wicks, President, Parent,
2. Summer McMillan, Vice Chair, Parent,
3. Katelyn Freeman, Secretary, Former FNSBSD employee, Parent
4. Chelsea Davis, Parent, Former FNSBSD employee,
5. Dr. Megan Jackson, Parent
6. Samuel Barney, Ex Officio, BEST Homeschool Hub Certified Teacher, Parent
7. Renee Morales, Early childhood development specialist, former FNSBSD employee, Grandparent
8. Sandra Wolfe, Former FNSBSD employee, Staff Relations advisor and Military special interest counsel
9. Morgan Woods, Parent, Military Affiliated Advisory Seat
10. George Koontz, Parent, Local Cultural Liaison Advisory Seat
11. TBD

Non-APC Founding members and contributors:

Allison Wylde, Advisor/Visionary, FNSBSD Principal

Christine White, Parent, Certified Educator

Pete Robirds, Retired Educator and advisor, former FNSBSD employee

Brooks Ann Lawler- Grants, and Budget Committee and Education Advisor

Chelsea Hull- Grants Committee

The academic policy committee supervises the academic operation of the Charter School and ensures the fulfillment of the mission and specific levels of achievement for the educational program of the HomeSTEAD Charter School. This Board meets at least six times per year. When vacancies occur, Board members will be selected by the remaining APC by a 2/3 majority. The APC will consist of a minimum of 7 members and not more than 11 members. A minimum of 2 APC members shall be parents of students at The HomeStead Charter School at the time of their seat. A minimum of 3 seats will be held by current teachers or staff members of the charter school (subject to the school opening). Staff members who are also parents or guardians of The HomeSTEAD Charter School students and hold seats on the APC shall hold one of the staff seats. One (non-titled position) of the APC may be filled by a community member if there are not enough parents and staff to fill all seats. One APC may be filled by the grandparent of a current student if there are not enough parent and staff volunteers to fill the APC seats. Terms of office will be 1 year for members and two years for executive seats. The initial APC board terms will begin upon opening of the school. The APC will function in an advisory role to the academic operations of The HomeSTEAD Charter School. It will be responsible for overseeing the mission and vision of The HomeSTEAD Charter School and provide an important link between the school and the community. Supervising staff, budgetary responsibilities, and day-to-day operations of The HomeSTEAD school will be the responsibility of the principal teacher and staff. The APC will select the principal teacher of The HomeSTEAD Charter School.

APC Meeting Minutes:

TWO RIVERS HomeSTEAD School 2/24/25- 2:00 pm				
Present: Sarah Gillam (secondary superintendent assistant), Laurie Beam (exec. Director-ed options of opp. Charter help), Chelsea Davis, Sam Barney, Katelynn Freeman, Tim Poindexter, Faith Strong-McKee, Christine White (alumni-curriculum comm), Jan Dawe, Joan Webster, Tim Poindexter, Summer McMillan, Jasmine Wicks, Erin Meehan				
Professional norms:				
OPENNESS	LISTENING	EMPATHY	PATIENCE	
● Openness – Approach this process with an open mind and a willingness to consider new ideas. Be transparent in communication, share thoughts honestly, and embrace feedback. ● Listening – Actively listen to others intending to understand, not just respond. Allow all voices to be heard, especially those with different perspectives. ● Patience – Change and innovation take time. Respect the process, allow space for discussion, and recognize that progress happens step by step. ● Empathy – Acknowledge that everyone comes from a place of passion and care for our school. Assume positive intent, support one another, and recognize that this is an emotional journey for many.				

<i>Agenda Objectives:</i> ● Review Staffing Budget ● Determine feasibility and staffing options ● Review Letter of Intent		<i>Action Items:</i> ● Application process
Topic	Notes	
Letter of Intent Submission	Followed up	
Planning of Charter	Will not waive the deadline for this year-this planning is for FY26/27	
<u>Budget Sheet</u>	Positions not people that support the mission	
Title 1	We can be Title 1 but plan without first-most likely not because no charters in our district are Title 1. Families can still qualify for free and reduced lunch could be.	
Transportation	Borough better public transportation as a whole Would there be a cost associated with adding partial route Piggyback off Durham for Weller & middle school busses	
Partners	MOA? -All volunteer-based or fundraised to pay	
Lottery	Open lottery (waitlist is held within the lottery) with reserved within ~2-mile radius would be preferred but with Parent portal lottery school waitlisted in random order and PowerSchool access, (they have to accept within a certain amount of time)	
Calendar	Follow the school calendar for the number of days (148 days) What are the minimum numbers of days and what counts as a day?	
Nutrition Services	Discover Peak and Watershed, have services, Amy Rouse(sp) will provide information,	
Enrollment	75 (shoot for well above that) or 150? *need projected numbers: low-end vs. high-end can help in different scenarios, between 80 and 90 is key. Revenue cliff at 75 or below students can't be minimum,	
SPED	Charter schools within their budget are responsible for meeting all SPED and related services, compliance with all SPED paperwork, and all instructional and tech will have to be provided by us. The district will still offer training through their dept. and PD opportunities, related support services for the evaluation, etc., remote basis likely,	
Facilities	Rental of the building (what does it cover?) what would be included in the lease, maintenance, services, etc. District would still be maintaining the building which would include utilities and major maintenance, snow removal is not included	

	*Look at Effie Kokrine's agreement but it's being updated The district for work orders still needs to comply with them, and could contract.
Supplies, materials, equipment, furniture, etc.	There will be no claim to anything but you may end up with stuff given the circumstances, technically 100% is district-owned, no guarantee, that the district will still provide the *support (teacher laptops), student laptops are provided by the charter but must be standardized by district, you can borrow but becoming difficult could have a computer lab/ room
Homeschool Pod/BEST	Best students will receive Chromebooks on top of their enrollment, a part-time BEST hybrid model, space agreement model,
K-12th grade model	A lot of interest in this model, cooperative extension, involving UAF or part-time BEST students, hybrid model
Accounting	Access to intouch, district club accounts, can charge fees with following district guidelines, 10% retainable,
Fundraiser/Selling/Business model	Sustainable model, selling greens from hydroponics, birch syrup and relying products, to possible pay got an MOA for support staff or programs, follow State of Alaska business
Hydroponics	Can we keep and move forward? yes as long as it's being used
Application Process	Submit application by September 15th *new charter funds \$500 per student available if we fill out the paperwork
Actions items	Change intent to enroll form, advocate for homeschool hub at the science building, Reminders: APC official meetings, need notice to the public, put agenda out and follow by laws, elected officers, keep tabs of all minutes and Next formalized meeting will be about APC board and updates APC can ask questions for ... Guideline president/chair member cannot be an employee
Closing Reflections:	Good of the Order- Reflections What have we learned, decided, or done today to improve the lives of all students in Two Rivers School?

*Two Rivers HomeSTEAD School
2/13/25- 5:00 pm*

Present: Allison, Chelsea, Charlotte, Corrine, Sam, Tami, Summer, Sandy, April, Christine, Mary Dean, Jan, Joan, Maria, Christine White, Renee, Megan, Katelyn, Jasmine

Location: In person—Two Rivers School & on Zoom *recording available

Professional norms:

OPENNESS

LISTENING

EMPATHY

PATIENCE

- **Openness** – Approach this process with an open mind and a willingness to consider new ideas. Be transparent in communication, share thoughts honestly, and embrace feedback.
- **Listening** – Actively listen to others intending to understand, not just respond. Allow all voices to be heard, especially those with different perspectives.
- **Patience** – Change and innovation take time. Respect the process, allow space for discussion, and recognize that progress happens step by step.
- **Empathy** – Acknowledge that everyone comes from a place of passion and care for our school. Assume positive intent, support one another, and recognize that this is an emotional journey for many.

Agenda Objectives:

- Review Staffing Budget
- Determine feasibility and staffing options
- Review Letter of Intent

Action Items:

- Application process

Topic	Notes
Review Norms	What norm/norms will you lean into today and why?
<u>Budget Sheet</u>	Positions not people that support the mission
	We could be Title 1 but plan with out first
Staffing	What is recommended and required?
Enrollment	Minimum 80 students
Closing Reflections:	Good of the Order- Reflections What have we learned, decided, or done today to improve the lives of all students in Two Rivers School? Adjournment

TWO RIVERS HomeSTEAD School

2/10/25- 5:00 pm

Present: Allison, Chelsea, Sam, Sandy, Rene, Donny, Ginger, Barbie, Summer, Faith, Charlotte, Jasmine, Corky, Maria, Corrine, Tami, Christine, Tim, Joan, Jan, Connie, Christine White, Jean, Katelyn, Megan, Shawna, Alex, Beverly, George

Professional norms:

OPENNESS

LISTENING

EMPATHY

PATIENCE

- **Openness** – Approach this process with an open mind and a willingness to consider new ideas. Be transparent in communication, share thoughts honestly, and embrace feedback.
- **Listening** – Actively listen to others intending to understand, not just respond. Allow all voices to be heard, especially those with different perspectives.
- **Patience** – Change and innovation take time. Respect the process, allow space for discussion, and recognize that progress happens step by step.
- **Empathy** – Acknowledge that everyone comes from a place of passion and care for our school. Assume positive intent, support one another, and recognize that this is an emotional journey for many.

Agenda Suggestions:

Name: Two Rivers HomeSTEAD School

Goals: Create a mission statement and vision

Committees (7 different groups)

Written for sustainability

Topic	Notes	Comments
Norms	Grace	Another to consider as we work through this
Web Page	Just published, not done yet but will be shared more publicly soon	You can find meeting minutes there, charter application committees and information,
Intent to Apply	Create an “intent to enroll form”	Create an “intent to enroll form”
Application Committees	1. Curriculum Committee 2. APC Committee 3. Fiscal Committee 4. Facilities Committee 5. Equity Committee 6. Bylaws and Contract Committee 7. Communication Committee	1. Curriculum Committee: 2. APC (Academic Policy) Committee ● Mini school board ● Who can be on it? ● Names and contact info and resume ● Compiling minutes ● P, VP, S, Tr., Teach, Parent, ● Hires the staff and how the budget is allocated 3. Fiscal Committee ○ Budget, 4. Facilities Committee ○ Go to the district for formula

		not the borough guess it would be ~\$200,000 for a year ○ Find the rates 5. Equity Committee ○ Compliance, equitable access, transportation, Title 1-partnered with fiscal committee, SPED services, 6. Bylaws and Contract ○ Follow Chinook Mont. 7. Communication Committee ○ Notice of intent ○ Editing and organizing ○ Intent to enroll ● Open House event ● Recruitment Video ● Social Media ● Flyers
Timeline:	Create an “intent to enroll form”	Letter of intent and special consideration for extension date done by tomorrow 2/11 2/18/24 School board meeting ● Have full application ready before this date if possible
Closing:	Good of the Order-Reflections What have we learned, decided, or done today to improve the lives of all students in Two Rivers School?	● Sign-ups ● Sharing website and information to all committee members ● Create a master committee list ● Adjournment

Meeting Minutes

Date: 7/22/25

Interim APC Members and Members at Large Present: Summer M. Jasmine W. Chelsea D. Megan J., Allison W., Sam B., Sandy W., Jimmie R., George K, Patricia B.

Location: In person—Two Rivers School & on Zoom

TIME: 6:00 PM

Call to order: 6:00 PM motion made by-Jasmine
2nd-Summer Passed

Professional norms:

OPENNESS

LISTENING

EMPATHY

PATIENCE

- **Openness** – Approach this process with an open mind and a willingness to consider new ideas. Be transparent in communication, share thoughts honestly, and embrace feedback.
- **Listening** – Actively listen to others intending to understand, not just respond. Allow all voices to be heard, especially those with different perspectives.
- **Patience** – Change and innovation take time. Respect the process, allow space for discussion, and recognize that progress happens step by step.
- **Empathy** – Acknowledge that everyone comes from a place of passion and care for our school. Assume positive intent, support one another, and recognize that this is an emotional journey for many.

Agenda:

- Events
- Charter Application
- Proposals
- Follow Up

Motion to approve-Summer
2nd-Chelsea
Passed

Topic	Notes	Comments
Best Enrollment	Currently 11 students are enrolled for BEST in Two Rivers	Volunteer list with the district *Get on that sooner than later if you plan to help with BEST homeschool hub and charter
Ice Cream Social	8/14/25 Mr. Barney is available	Nutrition services and BEST should be joining
Charter Application	Dates	Due October, would like to have final draft completed in September
Enrollment	Need to gather data regarding potential enrolment (34 students are signed up as of now)	Advertise charter school: radio, farmers market, library, Birch hill, cars at the fair Currently two websites for charter school
Parts of Charter that needed addressed	Curriculum School Calendar/School Schedule	Curriculum importance in application: align with district standards, place based education. Migrant workers, year around, 4 day school week, traditional calendar Look at top performing country models and highly successful educational models

Proposals	Homeschool/charter as a hybrid model for Two Rivers,	Under one roof, how does this help the budget
Budget	Need to find out when head count for budgeting takes place	"Butts in seat"
Staffing	Potential teacher staff: Christine White Theo Delaca Allison Wylde Sam Barney	All are certified teachers and 3 are current FNSBSD teachers
Charter Model	Project base learning options	
Follow up for next week	DEED appointment to discuss building and maintenance budget Calendar options for the school year Marketing through radio, other forms of marketing Merge two websites to one Get all parts of charter in one final document	Suggestions: radio ads, farmers market, post at the library, hang fliers, birch hill, put fliers on cars at the fair Websites are important to have all the information at easy access. *update website and google form to *interest* to enroll.
Closing:	Good of the Order-Reflections What have we learned, decided, or done today to improve the lives of all students in Two Rivers School?	TOP PRIORITY: get people to commit to say they're coming, we need the data. Get people to sign intent/interest to enroll. Motion to adjourn-Summer 2nd-Megan Passed Adjournment time-7:34 PM

Subsequent PACT Meeting Minutes: *See Charter sections

*Meeting Minutes
4/21/25
6:00-7:30 pm*

Present: Summer, Chelsea, Jasmine, Renee, Megan, Allison Rice, Brian Rice, Chelsea Barney, Sam

Barney, Tim Poindexter, Shawna & Alex Pauley, Barbie, Allison Wylde, gal in green?	
Mission Statement: The Timberwolf PACT is a non-profit organization whose purpose is to promote and strengthen education within the Two Rivers community. Homeschool Hub Mission Statement: Parents drive the ship, we help facilitate what the community wants. Kids getting together doing cool stuff and having fun. *Unofficial	
Professional Norms: OPENNESS LISTENING EMPATHY PATIENCE ● Openness – Approach this process with an open mind and a willingness to consider new ideas. Be transparent in communication, share thoughts honestly, and embrace feedback. ● Listening – Actively listen to others intending to understand, not just respond. Allow all voices to be heard, especially those with different perspectives. ● Patience – Change and innovation take time. Respect the process, allow space for discussion, and recognize that progress happens step by step. ● Empathy – Acknowledge that everyone comes from a place of passion and care for our community. Assume positive intent, support one another, and recognize that this is an emotional journey for many.	
Agenda Objectives: ● Events ● Facility ● Preschool ● Transportation ● Collaborations ●	
Topic	Notes
Events	Traditional events (Halloween Carnival) Thanksgiving Potluck Christmas Store Sugar Plum Bazaar Science Night Field Day
Building for rent	Sam will find out, but we believe it still should be available to rent. Rates?
Insurance	Does the PACT need to have insurance to have events open to the community?
Would classrooms be available?	For vendors,

Working Hours for homeschool hub?	Open gym times?
Allotments	
Preschool	Tues, Wed, Thurs. *Parents have to stay but they can be in another room (parent lounge) Academics and play time in the play room Reading buddies with older kids
Library	District kids will be able to check out books during a time during the week
Tracker	How many kids are enrolled in BEST?
Boys and Girls club	Happening after school and perhaps before. Who could be a part?
Bus stop	Can we get a bus stop at the school, we can just give a deviation to our students to come here
Fundraisers	Yard Sale Paint Night Sugar Plum-community event, PACT pay for concessions and make money back, We need kickballs
What's up with the building	The borough does not want the building back,
Speech, SPED, etc.	This year the students will go to Weller but perhaps start slow and if there is a high need.
Parent Volunteers	Must do the paperwork through the district in order
Being a vendor at the district	What does the process look like and share the information as needed
What clubs and services do you want to see here at the club?	Ideas: archery, rifle, husbandry, agriculture, ice rink, cross country,
What can the Grange support?	collaborate vs. compete (where is there holes and we don't want to double-up or step on toes) Grange memberships \$40/year (lacking in members) Harvest event
How can we support each other?	Community calendar that everyone can access
	Non-Profits: PVCA-rural pantry (off shoot) Grange- TRDMA

	PACT TRPV community center Helping Hands of Two Rivers Two Rivers Strong-getting their gaming license BEST homeschool Homeschool Connection-Charlotte's Web-all homeschools community groups and events
Closing Reflections:	Good of the Order—Reflections What have we learned, decided, or done today to improve the lives of all students in Two Rivers Community? Not exclusive, inclusive for social gatherings,

Meeting Minutes Date: 8/25/25	
Interim APC Members and Members at Large Present: Summer (President), Jasmine (Vice President), Megan (Secretary), Renee, Christine	
Location: Zoom Time: 6:00 PM Call to order: 6:08 PM Motion made by- Summer 2nd-Jasmine PASSED	
Professional norms: OPENNESS LISTENING EMPATHY PATIENCE ● Openness – Approach this process with an open mind and a willingness to consider new ideas. Be transparent in communication, share thoughts honestly, and embrace feedback. ● Listening – Actively listen to others intending to understand, not just respond. Allow all voices to be heard, especially those with different perspectives. ● Patience – Change and innovation take time. Respect the process, allow space for discussion, and recognize that progress happens step by step. ● Empathy – Acknowledge that everyone comes from a place of passion and care for our school. Assume positive intent, support one another, and recognize that this is an emotional journey for many.	
Agenda: ● Debrief past events ● Preschool Update ● Charter Update ● Halloween Fundraiser Planning	Motion to approve-Summer 2nd-Jasmine Passed

<i>Topic</i>	<i>Notes</i>	<i>Comments</i>
Review of past events	Back to school night-good turn out, gave away most all of supplies	could improve by increase presence of charter information
Preschool update	Start date is September 2nd ,	right now 8-10 students enrolled
Charter Updates	Calendar Budget Communications	
Charter Calendar	Discussed times: looks like 8:45-3:15 is suggested times, will need final vote	Will need to determine professional development days (these count as school days) Still need to determine when staff meeting time will be, an hour built into the day or half day one day a week, will need follow up at next meeting
Charter Budget	at this time is set for: 4 teachers, 1 principal/lead teacher, 3 aides, 1 secretary	Christine is working on spreadsheets
Charter Communications	Outreach	Summer spoke to contact at New Miner to run an ad to promote charter school PACT has reached out to Frank Tomazewski, FFA Alaska Representative, and Dan Sullivan (would like further information on charter school)
Charter Follow up	Formatting assignments: Page numbers and editing sections, adding appendices, calendar and budgets	Questions: Does half day kindergarten (4.5 hours) qualify for full reimbursement ? If food is served does there need to be a nutrition service worker? How is funding provided, is it per kid? Is there a "sweet spot" if so what is that number for our population?
Halloween Planning	First meeting will be zoom 8/27 @ 6PM committee is Chelsea, Megan, Renee, Sandy, and Katelyn	Suggestion for a 2 hour time frame, raffle drawing in middle of the event Raffle Items:

		\$200 dollar wood donation from Aurora (Summer to pick up)
Closing:	Good of the Order- Reflections What have we learned, decided, or done today to improve the lives of all students in Two Rivers School?	Next Meeting-8/11/25 6 PM School times need voted on Review and approve budget for charter Review school handbook Review how DEED meeting went Follow up on need for change of meeting days Follow up on curriculum borough based vs Calypso-need further input from educators Motion to adjourn-Summer 2nd-Megan Passed Adjournment time-7:28pm

Meeting Minutes Date:8/11/25			
Interim APC Members and Members at Large Present: Renee, Jasmine, Chelsea, Summer, Sandy, Megan			
Location: In person–Two Rivers School Time: 6:00 PM Call to order: 6:02pm motion made by-Summer 2nd-Chelsea PASSED			
Professional norms: OPENNESS LISTENING EMPATHY PATIENCE ● Openness – Approach this process with an open mind and a willingness to consider new ideas. Be transparent in communication, share thoughts honestly, and embrace feedback. ● Listening – Actively listen to others intending to understand, not just respond. Allow all voices to be heard, especially those with different perspectives. ● Patience – Change and innovation take time. Respect the process, allow space for discussion, and recognize that progress happens step by step. ● Empathy – Acknowledge that everyone comes from a place of passion and care for our school. Assume			

positive intent, support one another, and recognize that this is an emotional journey for many.

<i>Agenda:</i> • <i>Approve previous minutes</i> • <i>PACT updates</i> • <i>Charter updates-voting</i> • <i>New Business</i> • <i>Follow Up</i>		<i>Motion to approve-Megan 2nd-Summer Passed</i>
<i>Topic</i>	<i>Notes</i>	<i>Comments</i>
PACT updates		Transferring treasure to another position such as resource coordinator-in progress
Charter Updates	• Facility • PD • Curriculum • Finance • APC • Bylaws • Transportation • Calendar • Communications • Budget • Admissions	Many sections complete, we will review and vote to approve
Facility	identify, describe, and provide plan	Building capacity, usable classrooms, blue print-Jasmine
Professional Development	Needs completed	Jasmine going to get Allison and Sam's feedback on professional development
Curriculum	Education programs Grades will be reported but a project will need to be submitted for completion Consider performance based assessment- for K-5, and traditional grading system for 6th -8th	Chelsea has curriculum from Allison Jasmine is working on this, including other state standards in addition All members in favor of grading system voted to PASS
Financing/Fundraisers	Money Minder for book keeping • farmers market booth	Voted to approve bookkeeping program-Passed Offset cost for supplies, parents required volunteer (20 hours or buy out at a rate of 20

	• hydroptic supermarket sells • garage sale donations • grants • art auctions	dollars per hour),(1% must be able to be supplement)-Jasmine
APC	complete	voted to approve-passed
Bylaws	complete	voted to approve-Passed
Transportation	complete	voted to approve-Passed
Calendar	Calendar adapted for a year around model to avoid summer slumps and kids forgetting stuff.	Joy/George for serving as an Indigenous affairs representative and counseling on the calendar.
Communications	New Logo Brochure in progress	Chelsea created new logo-Adapted new logo, all members in favor-Passed Chelsea will have informational brochure by next event
Budget	In progress	Christine is creating spreadsheets Awaiting details on what is needed in budget
Admissions	Complete	Mr. Pimm has agreed to consult on admin policy
New Business	Need letters of support Update Letter of Intent	Send to PACT email, hand written can be submitted to members
Follow up		
Closing:	Good of the Order-Reflections What have we learned, decided, or done today to improve the lives of all students in Two Rivers School?	Next Meeting-.October 10/24/25 Agenda: Halloween Carnival Meetings-\$500 budget Project Base games for homeschool Members: Chelsea, Renee, Katlyn, Megan, Sandy Motion to adjourn- 2nd- Passed Adjournment time-

Charter Meeting Minutes
Date: 7/28/25

Interim APC Members and Members at Large Present: Ashely P. Renee, Summer, Megan

Location: In person—Two Rivers School & on Zoom
Time: 6:00 PM
Call to order: 6:05 PM motion made by- Summer
 2nd- Megan
 PASSED

Professional norms:

OPENNESS

LISTENING

EMPATHY

PATIENCE

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Agenda:

- Back to School BBQ
- Charter Application

Motion to approve-Summer
 2nd-Megan
 Passed

Topic	Notes	Comments
Back to School BBQ	August 14th ● BEST providing meat ● Potluck ● School supplies drive	Email Kara to confirm school supplies drive will be okay, kara.candeleria@k12northstar.org Summer will go through stuff in garage Tuesday morning Summer, Renee, and Mrs. Wolfe to go through school supplies
Charter	Description of Charter	Place and Project based learning
Calendar	Ideas: ● Year around school	Need to vote

	• Homestead calendar • 4 day school week • Traditional calendar	
Follow up	Budget Getting charter documents all in one place	
Closing:	Good of the Order-Reflections What have we learned, decided, or done today to improve the lives of all students in Two Rivers School?	Next Meeting-8/4/25 6 PM Motion to adjourn-Summer 2nd-Megan Passed Adjournment time-7:08 PM

Charter Meeting Minutes

Date: 9/3/25

Interim APC Members, Members at Large and FNSBSD employees Present: Sarah Gillam, Laurie Beam, Andy Degraw, Sam Barney, Summer, Jasmine, Christine(zoom)

Location: In person–5th ave FNSBSD admin. building & on Zoom

Time: 1:00 PM

Call to order: motion made by-Summer
2nd-Jasmine
PASSED

Professional norms:

OPENNESS

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<i>Agenda:</i> • <i>Questions for district to help with Charter Application</i>		<i>Motion to approve- 2nd- Passed</i>
<i>Topic</i>	<i>Notes</i>	<i>Comments</i>
New Business	• New Policy passed to announce deadline (9/2/2025) • We need: copy of floor plan, building capacity... Lauri is sending a floor plan. • 100 kids would be ideal (no less than 90)	
Charter Application Questions	Do we need names of the educators we would like to hire/that would like to work here prior to charter approval? Answer: No TBD. Does there need to be a policy in there for what we are charging for? (example: supply fees, clubs, on site after-school care) Answer: Yes. Pre-school funding? ½ or full? Answer: 1/2	NOTES: We need numbers on partial fee/part time homeschool enrollment. In person students up to 10k for example, 6k or so for allotment.
	Hourly rate x 7.5 x 198 or 210 (days in cal. year) x 1.63	
Budget	Budget book essa page 359-360.	
Follow up	Once an application is submitted APC to work	

	with the board for the APC to present the charter. Admin would work with the board to present budget impacts.	
Closing:	Good of the Order- Reflections What have we learned, decided, or done today to improve the lives of all students in Two Rivers School?	Next Meeting- Motion to adjourn- 2nd- Passed Adjournment time-2:50 PM

Charter Meeting Minutes Date: 8/11/25	
Interim APC Members and Members at Large Present: Summer, Jasmine, Chelsea, Christine(zoom), Renee	
Location: In person–Two Rivers School & on Zoom Time: 6:30 PM Call to order: motion made by-Summer 2nd-Jasmine PASSED	
Professional norms: OPENNESS LISTENING EMPATHY PATIENCE ● Openness – Approach this process with an open mind and a willingness to consider new ideas. Be transparent in communication, share thoughts honestly, and embrace feedback. ● Listening – Actively listen to others intending to understand, not just respond. Allow all voices to be heard, especially those with different perspectives. ● Patience – Change and innovation take time. Respect the process, allow space for discussion, and recognize that progress happens step by step. ● Empathy – Acknowledge that everyone comes from a place of passion and care for our school. Assume positive intent, support one another, and recognize that this is an emotional journey for many.	
Agenda: ● New business ● Charter updates ● PACT updates	Motion to approve- 2nd- Passed

<i>Topic</i>	<i>Notes</i>	<i>Comments</i>
New Business	● Review items that have been completed on charter application. ● Correspondence from district. ● Letters of support from community support Poll. ● Task for the week. Review and gather volunteers.	
Charter Updates	● Logo ● Calendar ● Discipline Policy ● student assessments ● grading systems ● admission policy ● apc ● transportation ● admin policy	Updated charter committee list
Logo	Chelsea has designed and shared with group	will start work on brochure and website now
Calendar	Christine has created rough draft	Christine White has been so amazing! Christine developed a calendar that will adopt a year round model to avoid the summer slump and kids forgetting stuff and also allow for staff to have breaks that occur at more affordable times of the year in case they wish to travel back to the lower 48. Very big THANK YOU to George and Joy for serving as Indigenous affairs Representatives and counseling us on the calendar.
Discipline Policy	Needs work	Mr. Pete is going to help
Student Assessments/ grading systems	Complete	We decided that project based learning is the defining characteristic that will make our Charter different from other Charter Schools since there are already place based charters in the borough and us doing place based work at

		Two-Rivers wasn't enough for them to keep us open as a public school last year. Mr. Pete also advises that we use Performance-Based assessments and Project Portfolios for the student assessment mechanism. He stated this is a bit more work for educators but that he feels that it is a more accurate representation of student progress than traditional abc grades. Mrs. Renee created the Charter a Supplemental Student assessment section based on the above info from Mr. Pete and Jasmine needs to upload it!
Admission policy	Complete	
APC	Complete	
Transportation	Complete	Megan completed the transportation policy for our charter application and uploaded that to the document!
Admission policy		Former Two Rivers interim Principal Mr. Pimm has agreed to consult us on things like the admin policy manual
By laws	Complete	The Bylaws section that Katelyn, Summer, and Jasmine completed last year were uploaded to the charter application, thus checking off another box.
Submission process/ Letter of intent	clarification and updates	In accordance with our timeline, Summer reached out to the board for more clarification on the submission process. They ask if we want to submit a new letter of intent. Do we? Allison wrote a great letter of intent last Feb. I think we can update parts of it and resend the same basic one.
PACT updates	• donations • communications • budget and bookkeeping • treasurer update	• Summer went through her garage and there were only a small number of supplies. She and Jasmine made a purchase from :walmart to augment the school supplies.

		• Mr. Barney made a BEST flyer and the PACT has been sharing it. • We are working our way towards a formal budget. Summer found us a book keeping platform and downloaded it onto the pact computer. • Once the school opens the principal will become the main treasurer. We may consider converting "PACT Treasurer" to a different position? We could adopt an event coordinator/social media manager. If so, can we update the roles on both the bylaws on everything? We can also keep the position and just split it between everyone until we get a volunteer that loves numbers.
Follow up	These are the next sections that will need our attention. Some of them are done.	Financing: Just a thought: We have formally included plans for offsetting funding... Allison had an excellent idea to sell hydroponic lettuce to the supermarkets. We could potentially also include plans for an apiary in the financing packet. They could always tell us no, but if not, we could potentially auction the honey off or have a child's booth at the farmers market.
Closing:	Good of the Order-Reflections What have we learned, decided, or done today to improve the lives of all students in Two Rivers School?	Next Meeting- Motion to adjourn-Jasmine 2nd-Summer Passed Adjournment time-7:48 PM

Charter Meeting Minutes

Date: 9/22/25

Interim APC Members and Members at Large Present: Megan Jackson, Summer McMillan, Chelsea Davis, Renee Morales, Katelyn Freeman

Location: Zoom

Time: 6:00 PM

Call to order: 6:03 PM motion made by-Summer

2nd-Chelsea
PASSED

Professional norms:

OPENNESS

LISTENING

EMPATHY

PATIENCE

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Agenda:

- Charter application finalizations
 - Review FEA Waivers
 - Calendar
 - APC
- Website
- Meeting Minutes
- Future Charter plans
- Carnival Budget
- Thanksgiving Dinner

*Motion to approve-Summer
2nd-Megan
Passed*

Topic	Notes	Comments
FEA Waivers	Update	Katelyn to follow up with FEA representative to get waivers approved
Calendar	Update	Needed changes forward to Christine W. who is working on correcting items such as professional development days, end of the quarter days ect.
APC	Update	Summer added that the PACT members will serve as an interim APC and formal elections will occur after charter is approved in

		accordance with procedure in place, listed in Appendix of current APC members.
Website	Link and QR codes are active	Chelsea working on domain issues
Meeting Minutes	Need uploaded to charter	Chelsea working on this, reformatting to one format
Carnival Budget	Carnival happening 10/30/25 from 6-8 PM Asking for \$300 dollars	Chelsea is going to finalize budget for approval Summer checking up on account balances with Chelsea
Thanksgiving Potluck	Date set for 11/21 @5:30	BEST is on board with helping, tables will be ordered by Mr. Barney Students to submit center pieces
Charter Application Submission	Submit 9/30/25 (Tuesday) to school board/DEED	Plan to have Sarah Gilliam and Dr. Beam to review on Wednesday-Summer to email them a copy for review
Follow up	Who is going to submit the charter application?	
Closing:	Good of the Order- Reflections What have we learned, decided, or done today to improve the lives of all students in Two Rivers School?	Next Meeting- Motion to adjourn-Chelsea 2nd-Megan Passed Adjournment time-7:10 PM

Charter Meeting Minutes

Date: 11/15/25

Interim APC Members and Members at Large Present:

Location: Zoom

Time: 7:10 PM

***Call to order: motion made by-Jasmine
2nd-Summer
PASSED***

Professional norms: OPENNESS • Openness – Approach this process with an open mind and a willingness to consider new ideas. Be transparent in communication, share thoughts honestly, and embrace feedback. • Listening – Actively listen to others intending to understand, not just respond. Allow all voices to be heard, especially those with different perspectives. • Patience – Change and innovation take time. Respect the process, allow space for discussion, and recognize that progress happens step by step. • Empathy – Acknowledge that everyone comes from a place of passion and care for our school. Assume positive intent, support one another, and recognize that this is an emotional journey for many. LISTENING EMPATHY PATIENCE		
Agenda: • Application • Board Meeting • Testimonies • Calendar • Contract • Waivers • Curriculum • Neighborhood school (reduced model?)		Motion to approve- 2nd- Passed
Topic	Notes	Comments
Application	Pull application so we don't get tied up in legal with the district, resubmit letter of intent, take a year to work on it, make it good.	
Testimonies	We look forward to a new level of collaboration We are for the collaboration that was promised to us the first time	
Calendar		
Contract		
Waivers		
Curriculum		

Neighborhood School/reduced model?	Possibly but can be difficult	
Follow up		
Closing:	Good of the Order- Reflections What have we learned, decided, or done today to improve the lives of all students in Two Rivers School?	Next Meeting- Motion to adjourn- 2nd- Passed Adjournment time- 7:33pm

Charter Meeting Minutes Date: 1/5/26	
Interim APC Members and Members at Large Present: Jasmine, Megan, Renee, Chelsea, Summer,	
Location: Zoom Time: 6:00 PM Call to order: motion made by-Jasmine 2nd-Megan PASSED	
Professional norms: OPENNESS LISTENING EMPATHY PATIENCE ● Openness – Approach this process with an open mind and a willingness to consider new ideas. Be transparent in communication, share thoughts honestly, and embrace feedback. ● Listening – Actively listen to others intending to understand, not just respond. Allow all voices to be heard, especially those with different perspectives. ● Patience – Change and innovation take time. Respect the process, allow space for discussion, and recognize that progress happens step by step. ● Empathy – Acknowledge that everyone comes from a place of passion and care for our school. Assume positive intent, support one another, and recognize that this is an emotional journey for many.	
Agenda: ● Recap previous APC meeting ● Employee interest form	Motion to approve- 2nd-

●		<i>Passed</i>
<i>Topic</i>	<i>Notes</i>	<i>Comments</i>
Prior APC admin. meeting	Head teacher has to be full-time Cannot have parent volunteer	
Google Form for employee interest	Chelsea will complete tonight	Jasmine has a typed document to follow
Update meeting minutes to charter application	Chelsea will complete	
Discussion on preference categories with admin	Adding a military affiliate	Never been done before but positive feedback from both liaisons. Policy would be something like up to 10% of maximum military preference limited to 10 seats for school but will be random.
PACT notes:		
PACT form to get copy of 501c3 4506B form	Renee will work on	
PACT Taxes & book keeping	Chelsea will work on	
PACT Business License	Look when it needs renewed	
Follow up		
Closing:	Good of the Order-Reflections What have we learned, decided, or done today to improve the lives of all students in Two Rivers School?	Next Meeting- Motion to adjourn- 2nd- Passed Adjournment time-

Charter Meeting Minutes w/ BEST
Date:1/12/26

Interim APC Members and Members at Large Present: Sam, Katelyn, Jasmine, Chelsea, Summer
District: Laurie, Kierra (sp?)

Location: Google Meet

Time: 9:00 AM

Call to order: motion made by-
 2nd-
 PASSED

Professional norms:

OPENNESS

LISTENING

EMPATHY

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Agenda:

- BEST presence and what does the future look like for the charter

Motion to approve-Jasmine
 2nd-Katelyn
 Passed

Topic	Notes	Comments
Presence	Depending on amount of kids	Once every week or twice a week an ed specialist would come out
Field Trips	Agro culture such as Calypso does	It would be great to collaborate and include homeschool kids. Allow them to field trips to the school for thematic lessons and events?
Sam Barney position	Where will he be? With BEST or the charter?	We hope he stays with the Two Rivers hub if still with BEST
Meeting space	A small office that homeschool families can meet with BEST ed specialist	For ongoing support, etc. PE office or Finland are suggested places

Access	How would you want the charter to allow access and reception	Check-in to the office as homeschool student visitors like we have before at TRV
Rates	Discounted rate to attend Homestead class, events, etc.	Fee schedule, include examples. Ex. 8 week module example—cost (includes time and materials) *approximately Jasmine has examples already done up. BEST would get discounted rates (10%) We could become direct vendors and it would be a direct bill to BEST. Other homeschools outside of the district would be full-price.
Written in the charter	Wording	Per Laurie, “Depending on the activity and number of students, BEST ed specialists will be there weekly/biweekly. They can assist in the homestead classes, events, etc. on a set day.”
Help with lease?	Unknown from Laurie but plead case to the district.	It is what the district wants, they have no say. But if they can send letters of support it may help us get a ‘discount’ or shared portion of the lease.
Recruitment	Yes, this is an opportunity that would benefit both parties. Can be used as a marketing tool.	Selling points: Something that has never been done before (charters collaborating with homeschoolers). New and innovative approach.
Follow up	If we have any additional questions we can e-mail them	
Closing:	Good of the Order- Reflections What have we learned, decided, or done today to improve the lives of all students in Two Rivers School?	Next Meeting-TBD Motion to adjourn-Jasmine 2nd-Summer Passed Adjournment time- 9:30 AM



HOME **TWO RIVERS**
S.T.E.A.D.
CHARTER SCHOOL

2026–27

PARENT & STUDENT HANDBOOK

*This handbook sets forth general guidance
for parents and students enrolled in
Two Rivers homeSTEAD Charter School*

S.T.E.A.D school is an approved Alaska State Board of Education and Early Development public charter school and is subject to the rules and regulations established for public charter schools. A printed copy of this handbook will be available upon request.



Contact:
+123-456-7890



400 Two Rivers Rd
Fairbanks, AK 99712

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Dear HomeSTEAD Community,

WELCOME! This welcome section will be updated by our administrator and used as a welcome statement reflective of who they are as an educator, not just a generic statement.

The HomeSTEAD Charter School is a K-8, student-centered, Project-Based learning environment integrating Science, Technology, Environment, Agriculture, and Design (STEAD) into a hands-on, interdisciplinary curriculum. Our school is rooted in self-sufficiency, sustainability, and strong community connections, preparing students with the knowledge, skills, and mindset to thrive in an ever-changing world.

This handbook is a key tool for all attending the HomeSTEAD school. It summarizes the essential information for caregivers and children to help them experience a positive and meaningful school year. In anticipation of questions that will arise from day to day and situation to situation, this handbook has been created to provide you with an overview of how we operate. Please read it thoroughly and keep it handy for reference throughout the year. If you have questions or comments, please share them with your child's teacher or staff.

Through clear communication, high standards of accountability, and kindness we strive to provide the best possible way to meet and serve your child and the community.

Guiding Principles

Mission:

At The HomeSTEAD k-8 School, we cultivate a love of learning through hands-on, place-based education that honors our rural heritage and fosters innovation for the future. Rooted in self-sufficiency, sustainability, and strong community connections, we empower students to think critically, communicate effectively, work collaboratively, and embrace creativity. By integrating agriculture and practical life skills into our curriculum, we create a dynamic and meaningful learning experience that prepares students to be capable, compassionate, and resilient members of their communities.

*The **STEAD School** (Science, Technology, Environment, Agriculture, and Design) is built on a foundation of hands-on, place-based learning that empowers students to engage with the world around them.*

- **Science:** Rooted in inquiry and exploration, students apply scientific thinking to real-world challenges, from sustainable agriculture to environmental responsibility.
- **Technology:** We integrate modern tools and innovative solutions to enhance learning, from hydroponic systems to Reverse Osmosis systems for syrup production.
- **Environment:** Our curriculum emphasizes ecological responsibility and the interconnectedness of natural systems.
- **Agriculture:** With a focus on sustainable farming, food security, and homesteading skills, students gain practical experience in growing and producing food.
- **Design:** Creativity and problem-solving drive our approach, encouraging students to innovate, engineer, and build solutions for a sustainable future, integrating mathematics and art.

Vision

At The HomeSTEAD school, students don't just learn about the world—they actively shape it. We envision a school where students actively contribute to their community, developing the skills, knowledge, and entrepreneurial mindset to create real economic solutions. Through hands-on learning in science, technology, environment, agriculture, and design, our students will grow food, develop value-added products, manage school-based enterprises, and participate in decision-making as honorary board members. Students will experience farming practice through local farm exposure and school ground simulations. By fostering innovation, sustainability, and leadership, we empower students to shape their futures and strengthen the resilience of our rural community.

Background: The HomeSTEAD Charter School

*In response to the borough's ongoing budget challenges and the shifting educational landscape, The HomeSTEAD Charter School seeks to be **part of the solution** by embracing an innovative approach to **sustainability, enrollment growth, and community partnerships**. Rather than waiting for external solutions, we are actively **reimagining education** in a way that not only secures the future of our school but also creates a **model for rural, hands-on, and place-based learning** that serves both students and the greater community.*

*Our school has long been a **pillar of the Two Rivers community**, providing essential education, stability, and opportunity for families in this remote area. **With no other nearby options, losing our school would devastate students and families**—forcing long, difficult commutes or even prompting families to leave the area altogether. Recognizing this, we are **committed to strengthening and revitalizing our school through a unique, self-sustaining educational model** that will attract new families, **increase enrollment, and develop long-term partnerships** that benefit students and the community.*

Building on Our Local Heritage

*Our vision is deeply rooted in the rich history of **Alaska's homesteading spirit**, embracing self-sufficiency, sustainability, and resourcefulness. We are building an **education model that reflects our region's needs and strengths, preparing students for academic success and real-world problem-solving, entrepreneurship, and community leadership**.*

*To achieve this, we have established **meaningful partnerships** that bring **experts and professionals directly into our classrooms, ensuring hands-on, applied learning experiences** that align with our homestead theme; we would like to highlight some of these projects as examples of the types of partnerships that are the foundation of our mission. Our approach will remain flexible, adaptive, and responsive, ensuring we continually build new relationships and maintain existing ones that benefit the students and community.*

- **University of Alaska Fairbanks (UAF) & OneTree Alaska** – Professors and researchers visit our school twice a month, working directly with students and teachers to provide hands-on **science education and environmental studies**.
- **Junior Firefighters Program** – The Two Rivers/Pleasant Valley Fire Association works with students monthly on **first aid, safety skills, and emergency preparedness**, ensuring students gain critical life skills while engaging in community service.
- **Fairbanks Soil & Water Conservation District** – This partnership has helped us **convert our warm storage into a hydroponics room**, allowing students to grow fresh food year-round. Each classroom has **its hydroponic unit**, giving students direct experience in sustainable agriculture, food security, and scientific inquiry.
- **Local Businesses & Organizations** – We are **developing partnerships with area farms, artisans, and businesses** to create authentic learning experiences, support student-run enterprises, and explore economic opportunities for the school and the broader community.

A Future-Focused Educational Model

We are creating something new by integrating these partnerships with rigorous academics, project-based learning, and hands-on experiences. In this self-sustaining school model, students learn and actively contribute to the economy of their school and community.

Through this approach, The HomeSTEAD Charter School will:

- *Increase enrollment by offering a unique, place-based educational experience that attracts families.*
- *Develop students as leaders and problem-solvers by engaging them in real-world economic and environmental challenges.*
- *Foster community resilience by ensuring local partnerships strengthen the school and the region.*
- *Demonstrate an alternative path to sustainability for rural schools by leveraging innovation, entrepreneurship, and practical life skills.*

Education should prepare students for the future and empower them to create it. By working with the borough, local organizations, and our broader community, we are building a new rural education model to ensure that our school remains a vibrant, essential part of Two Rivers for generations to come.

Educational Program

The HomeSTEAD curriculum is designed to be inclusive, innovative, and student-driven. Our program blends:

- ***STEAD Integration*** – Students engage in real-world applications of science, technology, environmental studies, agriculture, and design, fostering creativity, innovation, and problem-solving.
- ***Hands-on, Place-Based Learning*** – Education is rooted in Alaska’s rural heritage, utilizing local resources, nature, and the homestead model to teach practical skills in food production, land stewardship, and sustainable living.
- ***Project-Based & Inquiry-Driven Instruction*** – Students tackle meaningful challenges, designing, engineering, and building solutions that connect academic learning to real-world problems.
- ***Foundations in Literacy & Integrated Language Arts*** – Strong reading and writing instruction is embedded across subjects, ensuring students develop critical literacy skills while engaging in meaningful, real-world communication. Writing is integrated into projects, storytelling, and documentation, reinforcing comprehension, analysis, and self-expression.
- ***Mathematics & Art Integration*** – A holistic approach to math instruction connects numeracy with real-life applications, including architecture, farming economics, and artistic expression.
- ***Critical Thinking, Collaboration, Communication, and Creativity*** – Students lead projects, work in teams, and develop entrepreneurial and leadership skills,

- ensuring they graduate as capable, engaged, and community-minded individuals.*
- **Strong Community Partnerships** – *The school collaborates with local farms, businesses, and organizations to provide authentic learning experiences and ensure relevance to the broader economy.*

At The HomeSTEAD, education is more than just acquiring knowledge—it is about creating, innovating, and contributing meaningfully to the world. Our students will learn about sustainability and actively participate in building a sustainable future.

Facility

We are located in the former Two-Rivers K-8 building, located at Mile 18 on Chena Hot Springs Road. Our partnership with B.E.S.T. homeschool hub, allows us to better serve all families in our community, both those enrolled in the charter and those that choose to homeschool. The spirit of our school is deeply rooted in the vision of the founding families who established this educational hub in 1959. Two Rivers is a uniquely self-sustaining community, and many residents choose to live in this remote area because of the school's presence. The region is a thriving agricultural hub, home to large-scale peony farms, cattle and yak farms, hay farms, CSA and farmers market operations, a local Grange, fire association, and community center.

Beyond agriculture, Two Rivers serves as a vital gateway to Alaska's Interior tourism, with a thriving local economy supported by dog mushing operations, reindeer farms, and other unique cultural attractions. Each year, more than 300,000 tourists pass through Two Rivers on their way to the world-renowned Chena Hot Springs Resort, making our community the final stop before one of Alaska's premier destinations. Supporting and investing in Two Rivers not only strengthens our local economy but also enhances the experience of countless visitors seeking authentic Alaskan adventure.

Our school is uniquely situated within the boreal forest, providing direct access to a 7.5-kilometer ski trail system and diverse ecosystems that serve as living classrooms for our students. Additionally, we are within walking distance of several farms, creating natural opportunities for hands-on, place-based learning that connects students to the land and their local economy.

Admissions

The HomeStead school will follow all state, federal, and district policies regarding charter school lotteries. The HomeSTEAD school will participate in the district lottery should enrollment interest surpasses our enrollment cap. For students who need specialized support services; we will accept applications from all students for whom the HomeSTEAD school is identified as their least restrictive environment. All families must attend an orientation night or virtual orientation and review the orientation materials prior to the district lottery date. Orientation events may be held in person or virtually.

Transportation

We recognize the importance of reliable transportation for families in our rural community and are committed to exploring that provide accessibility for all students. We will be unable to provide transportation at this time. Parents will be responsible for transportation. In the future, we would be open to collaborating with the Fairbanks North Star Borough School District's transportation system.

Nutrition Services

We recognize the essential role of nutrition in student success. We aim to continue providing school meals through district nutrition services or other sustainable options. Our homestead-based model will also allow students to contribute to food production through our hydroponics program and agricultural initiatives, integrating fresh, student-grown produce into school meals when possible.

Scheduling

In alignment with our homestead theme and agricultural focus, we plan to develop an alternative schedule that supports farming cycles, seasonal harvesting, and hands-on community work. This schedule will allow students to engage in meaningful, real-world learning experiences while also supporting the needs of the school and the broader community. Flexibility in scheduling will ensure alignment with academic rigor and the practical skills necessary for self-sufficiency and sustainability. We have partnered with local migrant workers and indigenous families who reviewed and helped develop our calendar. We propose a year round school model that aligns with agricultural and subsistence lifestyles.

2026-2027 HomeSTEAD Charter Academic Calendar

July	
2-3	District Offices Closed
15-17	Professional Development (No School)
20-21	Teacher Work Day (No School)
22	First Day of School

August	
13-14	Professional Development (No School)

September	
3-4	Parent Teacher Conferences (No School)
7	District Offices Closed
7-18	Subsistence Break (No School)

October	
2	End of 1st Quarter (Early Dismissal)

November	
23-27	No School
26-27	District Offices Closed

December	
9-11	Early Dismissal
11	End of 2nd Quarter/ 1st Semester
14-31	Winter Break (Schools Closed)
24-25	District Offices Closed

Symbol Key	
	District Offices Closed
	Early Dismissal
	No School
	Parent Teacher Conferences (No School)
	Professional Development (No School)
	Teacher Work Day (No School)
	State Testing Window
	End of Quarter

July 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
Su	M	Tu	W	Th	F	Sa
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
Su	M	Tu	W	Th	F	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Su	M	Tu	W	Th	F	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

January	
1	District Offices Closed
4	Teacher Work Day (No School)
5	Professional Development (No School)
18	District Offices Closed

February	
18-19	Parent Teacher Conferences (No School)

March	
5	End of 3rd Quarter (Early Dismissal)
8-19	Spring Break (No School)
11-12	District Offices Closed
29	Statewide Testing Window Begins

April	
22-23	No School
30	Statewide Testing Window Ends

May	
25-27	Early Dismissal
27	Last day of school
	End of 2nd Semester
28	Teacher Work Day (No School), Tentative Make-Up Day for Inclement Weather
31	District Offices Closed

June	
1-4	Tentative Make-Up Days for Inclement Weather



Special Education Services

The HomeSTEAD School is committed to serving all students, including those requiring special education services. Students should be able to learn and thrive in their neighborhood school whenever possible. For all students for whom the HomeSTEAD school is identified as their least restrictive environment, SPED services will be provided in collaboration with the district to ensure that students receive the support they need while remaining engaged in our hands-on, community-centered learning environment.

Drop Off and Pick Up Policies & Procedures

Drop-Off -- Drop begins at 8:20am. Please drop off children along the sidewalk near the fence. Please drive cautiously and slowly through our drop-off and parking area. Please pull as far up as you can for your child to exit the vehicle. If you choose to park, please supervise your child as they walk across the parking lot. Please be aware that the parking lot may be slippery and account for icy conditions. .

Dismissal/Pick Up --Dismissal begins at 3:15pm Monday-Thursday and at 2:15pm on Friday. We ask that all drivers park and the head teacher/principal will call children out over the radio system.

We value you and your children in our school. We are focused on developing a healthy community, and having daily opportunities for interaction with other parents and teachers in the school helps foster that sense of community.

Please note every Friday we do a little extra during our morning meetings. We love to acknowledge that week's birthday, engage in a 5 minute school wide dance party, and occasionally celebrate our students' attendance with an attendance dunk. Parents are encouraged to join every Friday to take part in these events. Parents wanting to observe morning meetings on other school days are welcome to sign in at the office and are also welcome to eat breakfast with their child in the gym!

The wheelchair parking spaces are on the front side of the building, next to the front door.

Late Pick-up Monday-Thursday: Children who are not picked up by 3:22 will be considered late pick-up.

- At 3:22, children will be dismissed to the office where they will wait for their driver.
- At 3:30, they will go to the front office and caregivers will be called. Please see the section of this handbook for an explanation of the late pick-up policy.
- Parents/Guardians who are continuously late picking up their student(s), will be asked to meet with the principal to create a plan. Anytime after 2:30pm is a late pickup on Friday.

Attendance

Regular daily attendance is vital to learning and social dynamics in the classroom. On a homestead, families need routine to accomplish their daily task, and so do the students at the HomeSTEAD school! The days, weeks, and months are a carefully prepared sequence involving the unfolding of a whole curriculum. Little else replaces the experience of lessons delivered as live education. This is especially true here at the HomeSTEAD school. Each day's lesson builds on the last and therefore, it is important that a child be present each day.

When a child does not attend school on any school day, he or she is considered absent. Parents must notify the attendance office within 48 hours of each day missed to excuse

the absence. The parent can come to the attendance office, send a note to the school, call the school, and leave a message, or email the school secretary.

There are consequences for chronic tardiness and unexcused absences. The HomeSTEAD school follows the Fairbanks North Star Borough School District's policy regarding Truancy. For additional information please refer to the Truancy policy in the FBNSBSD's document "Student Rights and Responsibilities." Consequences for excessive absences may include a phone call from the principal or head teacher, a request for an in person meeting, and in extreme cases, your student may need to re-enter the lottery for the following year, or in extreme situations, students may not be allowed continued enrollment at the homeSTEAD charter school. Families do have the right to appeal this decision with our APC and this meeting will be closed to protect the student's privacy.

Arriving Late/Tardies

School begins at 8:45 am. A student is marked tardy at 8:55 am. Four tardies equal one half-day absence and will count toward the 25-day absence limit. A half-day absence is missing more than 60 minutes of the school day. A full-day absence is missing more than one-half of the school day.

- ***At 15 absences***, parents may receive a letter or phone call from the Principal indicating that their child has missed 15 days.
- ***At 20 absences***, parents receive a letter requesting that they call the office and set up an appointment with the principal.
 - *If excessive absences have occurred due to illness, parents are expected to produce medical documentation for illness-related absences and a plan to make up for missed work.*
- ***At 26 absences*** parents will be required to re-enter the lottery for the following year.
 - *Except for extenuating circumstances, continued enrollment will not be possible for the remainder of the year. Parents may appeal this requirement in a closed session with the APC.*

Student Leave of Absence

Families may request a long-term leave of absence to hold a spot in their child's class. The long-term absence must begin after November 1 and end before school is over. This decision is at the discretion of the teacher and the principal.

Early Pick-Up of a Student

When a parent or guardian picks a child up early, they must go to the school office to sign their child out prior to going to the classroom to get the student. Any absence from school for more than 60 minutes is considered a half-day absence as per district policy.

The HomeSTEAD Charter School Dismissal Agreement

The HomeSTEAD Charter School's regular dismissal time is 3:15 p.m. on Monday through Thursday. On Friday, dismissal time is 2:15 p.m. Children must be picked up within 15 minutes of their dismissal time; respectively 3:45 p.m. and 2:15pm.

After dismissal, a parent or guardian must directly supervise children at all times. This includes all areas of the school property, i.e. classrooms, hallways, parking lots, etc.

Supervision Before, During, and After School

Children are not to be unsupervised in the school. Parents are responsible for keeping children in sight.

There is no faculty supervision of children on the school grounds before 8:20 a.m. on school days and after 3:30 p.m. when the school day ends. You are solely responsible for supervising your children. Please remember, we are a uniquely Alaskan school, with uniquely Alaskan wildlife that may be living on the school grounds and in the forest surrounding the school.

During after-school events, such as parent conferences, plays, board meetings, etc., if children are present, they must remain with their parent/guardian. For some after-school events our 7th and 8th graders may be available to watch younger children. This is a donation based service and subject to volunteer availability.

Breakfast, Lunch, and Snacks

FNSBSD Nutritional Services breakfast and lunch are available every day of the week for all children attending the STEAD School For the 2026-2027 school year, full elementary price breakfast is \$3.25 and lunch is \$4.75. Middle and high school price breakfast is \$3.50 and lunch is \$5.00. If your child qualifies to receive meals at the reduced price, breakfast is free and lunch is \$.40. Free and reduced-price meal benefits do not extend to additional milk or milk-only purchases or partial meal purchases. All portions of a meal can be purchased by paying the ala carte prices. Milk comes with breakfast and lunch, but if your child purchases additional milk with his/her meal or one to drink with his/her lunch from home, the cost is \$1.00. Visit <https://www.schoolcafe.com> to make payments, view the menus, and see what your child purchases. Families who may be eligible for free/reduced lunch are encouraged to apply this year, as there are other benefits available, and it benefits the Nutritional Services department.

Children who are not receiving school-provided breakfast and/or lunch are encouraged to bring a mid-morning snack and lunch from home.

Your child's teacher will let you know if they will be having a snack time. If your child's class does snack, we encourage whole and healthy foods such as whole grains, protein, fruits, and vegetables. We ask that gum, candy, and sugary foods/drinks be left at home.

School Nurse

The HomeSTEAD Charter School does not have a school nurse. Our Administrative Secretary, Principal, and Charter School Assistant(s) help with some of the medical needs of students.

No over-the-counter medication can be given by a staff member without parent permission. Over-the-counter medications include cough drops, Tylenol, Motrin, etc. Medications that are prescribed by a doctor can be issued with proper paperwork.

All district paperwork must be filled out and approved by the district nurse prior to administering any medication.

You may reference the Wellness Check for Staff & Students on the district website in order to keep our school symptom free. We will align with the district policy on illness and symptoms.

<https://www.k12northstar.org/departments/nursing-services/parentguardians/information-for-parents>

Emergency School Closures and Snow Days

The HomeSTEAD Charter school follows the school district's decisions in regard to school closing due to inclement weather. Parents and families will be notified as soon as this decision is made per district policy and notification systems. Emergency school closures may result in the STEAD school needing to add additional days to the final days of school.

Birthday Celebrations

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

Field Trips and Walking Field Trips

Classes may go for a walking field trip as part of their daily activity at the school. Parents complete a walking field trip permission form for their child(ren) to be able to participate

in those field trips. Please reach out to your child's teacher if you want to chaperone the field trip. Please let your child's teacher know if you will need to bring a non-school age sibling along on the field trip. There are some situations where siblings will be welcome to attend and others where it would not be appropriate. Each class trip is a special occasion for that grade/class. Parents will be responsible for arranging transportation and making car pooling arrangements for off site field trips.

Field Trips/Walking Field Trips Guideline for Chaperones

*Chaperones must be registered and **approved volunteers** to attend **ANY** field trip. Volunteers act at the discretion of the teacher on field trips. Specific information about volunteers is listed below.*

School Family Partnership

Parent Evenings:

Please plan to attend ALL parent evenings held by your child's class teacher as these events are vital in staying up-to-date on classroom and school-wide happenings, building parent relationships, and providing a link to your child's education.

Held two to three times per year, class parent evenings are a time for classroom parents to engage with one another and their child's class teacher. Teachers share a look into their classroom dynamic and a curriculum overview as well as provide insights into these elements as they relate to child development. There may also be time for parents to discuss a particular theme or to experience a particular element of their child's education. It is a time for questions and experiences to be shared. Students' projects and portfolios may be displayed for parent and peer viewing.

Parent-Teacher Conferences:

Parent Teacher Conferences are important. Conferences give you an opportunity to meet individually with your child's teachers and discuss their individual progress. Parent Teacher Conferences dates to be announced upon opening.

Volunteering

We kindly request that all families contribute volunteer hours during the school year.

The STEAD school model values active engagement by families and caregivers. This family participation creates a school community that enriches all aspects of the child's growth and education.

We understand that a diverse community of families will have varying opportunities to participate. Volunteers can extend beyond parents, and include efforts of multiple family members (parents, 18+ years of age, older siblings, grandparents, etc.) are welcomed. There is no mandated volunteer hours requirement.

There are a number of ways families can become involved in the life of the school and fulfill the school's request for volunteer participation. If you have a fundraising idea please contact the office.

Some ways to volunteer are:

- *Assist in the classroom or teach a class using special skills you have to offer*
- *Serve on the Parent Community Group (PCG), Academic Policy Committee (APC), and The Two Rivers Timberwolf P.A.C.T or one of our other STEAD school committees.*
- *Serve as a Class Parent Representative (see your child's teacher for more info)*
- *Participate in class field trips*
- *Assist with class plays – costuming sets, lighting, etc.*
- *Help assemble class furniture, paint, and prep classrooms before and after the school year*
- *Assist in student reading groups*
- *Festivals support*
- *HomeSTEAD projects or other take-home projects such as baking for the class*
- *Volunteer to go retrieve a dispatched moose (when called by the troopers)*
- *Help our upperclass students process and package a moose*
- *Chaperone nature walks, field trips, and camping trips*
- *Playground, garden, and site beautification*
- *Donate teacher requested goods*
- *Provide snacks for staff, students, and events*
- *Other important tasks to improve the quality of classroom life as needed*
- *Lawn maintenance*
- *Snow Removal*
- *Trash Drop Off*

Volunteer sign ups and record log: *Parents may choose to track their volunteer hours using Parent Square for their own convenience. Again, volunteering is done out of kindness and support and is not required.*

Volunteering Paperwork Process

In order to volunteer with children, you must complete the district's volunteer packet and training. This includes being a chaperone on any field trips, helping in the classroom, or any other event where students are present.

1. *Use the link below or come in and fill out a paper copy of the application, and complete the online training.*
2. *Once the online training is complete, print out the certificate for the Mandatory Child Abuse reporting. Please bring your packet with your certificate to the office, or email it directly to our school secretary.*

3. You will be notified once your packet has been approved or denied. **You will not be allowed to volunteer with children until this packet is completed and approved.**

You can find the volunteer packet online at:

<https://www.k12northstar.org>

→Departments

→Human Resources

→Volunteer (3rd option from button on left side of page)

→Click on Green Volunteer Application button in

top right

Healthy Family Habits

Children flourish in environments that are loving, orderly, and predictable. With an external sense of order and routine, children feel comfortable living in the moment. Just knowing what is expected at different intervals in the day can help children feel secure in the world.

These healthy family habits support the work of the school:

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

Screen Media Policy

During the school day, our school will follow the district policies regarding cell phones and personal technology devices. We request families put forth a conscious effort to reduce the use of screen media.

We understand that while television and other screen media/activities can serve as a source of information and entertainment for adults, children are not operating in the same developmental stage as adults. Your child will be excited to share with you what is going on in their day, please make efforts to engage with them and keep them excited about education. We will be limiting screen time within the school.

Please note the following information taken from the American Academy of Pediatrics website:

Studies have shown that excessive media use can lead to attention problems, school difficulties, sleep and eating disorders, and obesity. In addition, the Internet and cell phones can provide platforms for illicit and risky behaviors.

The AAP also makes recommendations for limiting screen time.

The AAP recommends that parents establish "screen-free" zones at home by making sure there are no televisions, computers, or video games in children's bedrooms, and by turning off the TV during dinner. Children and teens should engage with entertainment media for no more than one or two hours per day, and that should be high-quality content. It is important for kids to spend time on outdoor play, reading, hobbies, and using their imaginations in free play.

See more at [All AAP](#) or [Common Sense Media](#)

Charter School Governance

Academic Policy Committee (APC)

Our Academic Policy Committee (APC) is the primary governing body that oversees all aspects of the STEAD school. The board ensures the fulfillment of the HomeSTEAD Charter School's mission; they oversee and have accountability for academics, curriculum, staffing, budgeting, operations and maintenance, and other administrative tasks; and review contracts. The committee is made up of staff, parents, and community members.

The APC meetings are held on the first Wednesday evening of every month . Public comment time is allotted at the beginning of every meeting.

Parent Community Group (PCG)

The mission of the PCG is to promote the vision and goals of the school through community building, supporting parent education, fundraising, and event planning, thus

enriching the lives of our students. This group handles all the fun stuff! This is the perfect committee to join if you love participating in our annual Halloween Carnival, the Thanksgiving Feast, The Sugar Plum Bazaar, The little free Christmas Store, or one of our other recurring events!

Participation in parent community group events and activities is voluntary. However, we need and encourage your participation to make our school a healthy, viable, and friendly community.

The PCG core membership will send out emails outlining the events and activities that the PCG will be involved in throughout the school year. Please choose volunteer activities or events that are of interest to you.

The PCG will meet in the fall, during which the members will get to know each other, discuss our events for the year, and share ideas and establish a timeline to make for all the events for the year! The PCG will work with the PACT or other local non-profits to establish budgets for the recreational activities.

Diversity, Equity, Inclusion, and Belonging (DEIB) Council

The Diversity, Equity, Inclusion, and Belonging Council provides all guidance in reference to diversity, equity, and inclusion decision-making and interests including, but not limited to, initiatives, policies, curriculum, training, advocacy, and hiring. It is made up of caregiver volunteers and community mentors.

Student Life

Electronic Device Policy: Cell Phones, iPads, etc.

*All hand-held electronic devices such as cell phones, video games, iPads, etc. are **subject to the district policy regarding those items.***

We understand that a phone is often sent with the students for safety and communication with their parents after school. Such uses are acceptable, but the electronic device must be kept in the designated location for cell phones per school district policy. This designated area may be within your child's backpack or with the class teacher. Please refer to the school district policy on cell phone usage for more information.

Dress Code Policy

The HomeSTEAD Charter School adheres to the FNSBSD Dress Code Regulations. The STEAD school requests the active support and cooperation of all parents and guardians in creating an environment focused on learning by encouraging clothing and grooming that promote the healthy inner-development of the child. We follow the FBNSBSD dress code, and rather than rigid rules and restrictions we rely on a common sense approach

to dress, balancing comfort, appropriateness, and the learning environment. Please speak to your child's instructor or a member of staff with questions regarding dress code.

Clothing Preference

Please remember that as an agriculture school we will be getting messy and playing in the dirt. Please do not send your child to school in clothing that can not get messy or be damaged. We prioritize function over aesthetics. Please consider sending a backup set of clothes for your child to keep with them at the school. Staff may request especially disposable clothing be worn during certain activities and is not responsible for the damage and disfigurement that may occur to garments. As we expand students will be responsible for animal husbandry, gardening work, and occasionally processing game meat or fish. That mystery stain likely is what you think it is, so please dress your child accordingly. Not all jewelry, hair styles, or accessories will be appropriate for all activities.

"Take chances, make mistakes, and get messy!"

-Ms. Frizzle

Footwear

Shoes and socks must be worn at all times on school grounds.

Children should come to school wearing comfortable, practical, flat-soled, and closed-toe shoes that are firmly secured to the feet, appropriate for the weather, and suitable for all outdoor play. Sandals and open to shoes may be worn when seasonally appropriate.

"Heelys" or other roller-type shoes and shoes with lights or sounds are not allowed.

Students should have a comfortable pair of indoor shoes which can be firmly secured to the foot (such as athletic shoes), for their time spent inside and for movement activities.

Weather Prepared

Children should come to school dressed in seasonally appropriate layers and footwear. As long as there is snow on the ground all children should have snow or rain pants.

Students should have rain/winter gear (weatherproof coat, mittens or gloves, boots, and hood or hat) for cold, rainy, and/or snowy days, as outside play is allowed in all but the most severe weather.

Winter Weather Chart for the STEAD School:

+26° to +35°

Jacket/sweatshirt/long-sleeved layers, gloves/mittens, hat, long pants, boots

(outdoor shoes for 4th-8th grade students are allowed if there is no snow or mud on the ground)

+1° to +25°

Coat, gloves/mittens, hat, insulated boots/footwear, snow pants and a coat

-20° to 0°

Warm coat, snow pants, gloves/mittens, hats, winter boots, and face covering recommended. Students without appropriate gear may not be able to go outside.

Lost and Found

There is a lost and found cabinet in the gym. We put all found clothing items, hats, gloves, boots, shoes, etc. in the cabinet. Please check this area regularly for any missing items. We want all lost pieces to return to their rightful owner. At the end of each parent-teacher conference, all lost and found items will be laundered and put in our lending closet for other children to use when they have forgotten or lost something.

Code of Conduct

Not all rules of behavior can be written and inserted in a handbook; trends come and go and unexpected situations occur. Students are expected to follow reasonable expectations and not violate the rights of others. For information not included in this handbook refer to the Student Rights, Responsibilities, and Behavioral Consequences Handbook available at the front office, the school district administrative center, or online at the FNSBSD website. The school welcomes student and parent assistance as witnesses to investigations of misconduct. School officials will make reasonable efforts to protect the confidentiality of the witness in such instances. Our school does hold our students to high standards. There is a time for empathy, and a time for discipline. We will practice both at the STEAD school. Discipline and structure are important to help children become productive members of society and the standards of conduct must be upheld to maintain your enrollment at the STEAD school.

Public Displays of Affection

Our school is a place for learning, not inappropriate public displays of affection. Students are expected to exercise discretion in showing affection in public. Holding hands, or a brief, friendly hug are the only appropriate public displays of affection allowed at the STEAD school and at school-sponsored activities. Prolonged hugging, kissing, snuggling, and other inappropriate public displays of affection are prohibited. Initially, consequences begin with an administrative conference and parent contact and progress

according to the Student Rights, Responsibilities, and Behavioral Consequences Handbook.

Guidelines for Good Play

- *Respect everyone's safety*
- *Respect everyone's personal space*
- *Respect the playground and materials*
- *Play fair and be kind*
- *When you need help, ask an adult*
- *Follow instructions from adults*
- *After playing with an item put it back in its place*

Discipline

*The HomeStead School has an in-depth discipline policy that it uses to complement the discipline policy of the Fairbanks North Star Borough School District. You may pick up a copy of this in the front office. * Attached as Appendix 1 on this handbook**

Student Conduct Agreement

This document will be signed by each student and parent at the start of the school year.

I understand that it is my responsibility to behave in a manner that supports a positive learning environment. As a condition of enrolling at the HomeSTEAD Charter School I agree to and will abide fully with the following conditions (please initial by each box):

☐ ____ *To attend school each day and follow the school Attendance Policy.*

☐ ____ *To follow the school district discipline policy as stated in the "Student Rights, Responsibilities and Behavioral Consequences" handbook. If a student is unable to adhere to the FNSBSD discipline policy, the guardian may be required to pick the student up immediately.*

If a student is sent home, the absence is considered a suspension and the principal will enter a suspension log for the student.

☐ ____ *To respect other people and their property. I will be polite to the staff, students, and volunteers and will NOT make rude or hurtful remarks.*

☐ ____ *To do my best; I will put forth my best effort in the classroom and at school.*

☐ ____ *To comply with the philosophy of the HomeSTEAD Charter School, including a willingness to work independently, be a good role model, contribute to the school community, and take full responsibility for my actions.*

Consequences for non-compliance:

There is a limit to the number of students who may attend the HomeSTEAD Charter School, and there is a waiting list. Failure to abide by the terms of this contract as stated above, will, at the Administrator's discretion, result in an immediate suspension or withdrawal from the STEAD School. If suspended, the student and parents will attend a re-entry meeting with the Administrator. Students with repeat misconduct may be subject to withdrawal from the STEAD school. Families have the right to appeal this with the APC.

Bullying is Prohibited

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes intentional aggressive behavior from one person towards another which involves a difference in the balance of power. Bullying also includes one or more acts committed by a student group or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that have or can be reasonably predicted to have the effect of one or more of the following:

- 1. Placing a child or children in fear of harm to that child's or those children's person or property;*
- 2. Causing a child to experience a substantially detrimental effect on his or her physical or mental health;*
- 3. Causing a child to experience substantial interference with his or her academic performance;*
- 4. Causing a child to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by The HomeSTEAD Charter School.*

Bullying can take various forms. The following are some examples of various forms of bullying:

- Physical Bullying: When a person repeatedly uses physical force to hurt another person. Physical bullying can also include repeated interference with another person's belongings.*
- Verbal Bullying: When a person directs words at another person with the intention of scaring them, humiliating them, or harassing them. This includes repeated threats, taunts, insults, name-calling, or hostile gestures.*

- *Relational Bullying: When a person has a negative impact on another person's friendships/relationships by spreading rumors or gossip about them, or writing or drawing things about them that are designed to hurt or humiliate.*
- *Cyber Bullying: When a person uses a computer, phone, connected or digital device to send threatening or insulting messages, or post untrue or embarrassing information or pictures about another person.*

The STEAD school considers bullying a major violation of expected behavior and will follow the FBNSBSD policies regarding bullying.

Knives

Knives are prohibited in any shape or form on school grounds with the following exception: *our school takes part in several activities that might require a knife. However, a student is never to bring a knife to school or have it with them unless the activities are approved by the Superintendent or designee (Assistant Superintendent). The HomeSTEAD school will follow district policy regarding knives. Should an activity arise that requires knives your child's teacher will communicate with you regarding the district knife policy and how to proceed after the activity is approved by the Superintendent.*

Parent/Teacher Communication Guidelines

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

1. *If you have a question about how the curriculum is being delivered or how your child's teacher is working with her/his students, first bring your question directly to your child's teacher. He/she should be able to share with you the reasons behind the actions. If you feel that there are other aspects of the issue that your child's teacher should consider or be aware of, they will be open to hearing and considering this information. Additionally, ensuring timely communication about your concerns to your child's teacher is also extremely important.
If you have any discomfort in addressing an issue with your child's teacher, you may request an advocate to assist you. Please contact the principal for guidance.*
2. *If at all possible, the bringing of sensitive questions or concerns should happen face-to-face. Body language and voice intonation are so important for the accurate understanding of the other's intentions. If a face-to-face meeting is not easily achievable, a phone call would be the next best thing. However, at any time during the phone conversation, if either party feels that the phone call has taken a negative turn, she/he should request that the conversation be postponed until both parties can meet face-to-face. This*

meeting should occur at the earliest possible opportunity. It is never healthy to leave issues unresolved.

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

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

- 4. If after speaking to your child's teacher, you feel that the issue is not resolved, please contact the principal.*
- 5. The grievance process should be initiated if the issue has not been resolved using the above steps.*

Complaint Resolution

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

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

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

- 2. Contact the district's director of alternative programs or the APC will hear arguments from the parties, review prior decisions and evidence, and make*

inquiries as it deems necessary. The APC will then render a written decision regarding the previous steps taken, previous remedies, and if the APC deems all action previously as sufficient or not. Should the APC not be able to resolve any complaints, they will escalate these to the district and defer to their process.

Communication Tools

How do you know about upcoming events, needs, and any other school-related information? There are a number of communication tools we use to stay in touch as a community. Every week, your child's teacher may send home a classroom newsletter or post regular updates on parentsquare. Volunteer and donation requests will be posted on our front office bulletin board and also on parentsquare. Additionally, the Principal will share a school-wide newsletter.

The HomeSTEAD school maintains a page on the school district website. Here you can find school-related current event information, our calendar of events, the current newsletter, as well as our school's philosophy and vision statements, and other information regarding our school.

We plan to have a Facebook closed group for parents and the community of the STEAD school. Once opened we will form this closed facebook group and you may request to join as long as you are associated directly with our school. Look here for photos from the school day and about the great happenings in and around our building.

We are able to send out messages to all families through the school district PowerSchool and ParentSquare. These are important messages for all families. The communication is usually disseminated via email but can also come to you as a text message. Please log in to PowerSchool and make sure your email and cell phone are updated, so you can receive these messages.

Appendix 1

The HomeSTEAD Charter School

Student Conduct & Discipline (2025–26)

1) Purpose & Legal Alignment

We maintain a safe, orderly, and welcoming school where every student can learn. This policy:

- Follows Alaska Statutes on school safety/discipline, including bullying, dating violence, and restraint/seclusion, and requires board-adopted procedures, training, and parent notice.
- Aligns with FNSBSD Student Rights, Responsibilities & Behavioral Consequences (SRR&BC), and Board Policy 5144—Student Discipline (procedures, due process, and progressive responses).
- Honors federal protections under IDEA and Section 504 (manifestation determinations after 10 cumulative school days of removal; services in removals), and Title IX (2024 final rule) for sex-based harassment/assault.

Out-of-School Suspension (OSS) remains the primary disciplinary response for serious behavioral infractions. When appropriate and feasible, the school may offer a restorative or in-school alternative to OSS to reduce loss of instructional time while maintaining accountability. Any alternative disciplinary option is discretionary and does not replace the school's authority to impose OSS.

2) Core Principles

1. *Clarity + Consistency: Clear expectations and predictable consequences reduce problem behavior and increase feelings of safety. Major districts' codes use tiered behavior matrices with progressive discipline and required documentation; we adopt the same structure.*
2. *Teach, Support, Restore: We explicitly teach expectations, use PBIS/MTSS supports, and pair consequences with skill-building and restitution. Research shows school-wide PBIS reduces office referrals/suspensions, while restorative approaches can improve climate (with age-appropriate use).*
3. *Firm on Safety: We will not tolerate violence, weapons, or sexual assault. Consequences are immediate and strong, with due process and required reporting.*

3) Scope & Authority

This applies on school grounds, buses/stops, school activities, and when off-campus conduct materially disrupts school or threatens safety—mirroring leading district codes.

4) Behavioral Levels & Standard Responses

(Administration may adjust within the listed range, considering age, intent, history, disability/504 status, and harm. All actions are documented and families are contacted.)

Level 1 – Missteps (reteach first)

Examples: off-task/disruptions, minor defiance, dress/tech misuse, rough play.

Responses (one or more): reteach; reflective conference; parent call; seat change; loss of privilege (short-term); restitution; school service up to 30 min; 1–2 days behavior plan. (No ISS/OSS at this level except repeated non-response.)

Level 2 – Repeated/Moderate

Examples: profanity toward peers, moderate defiance, skipping class, property misuse (<\$50), mild harassment, noninjurious scuffle/horseplay.

Responses: Level 1 + lunch/recess detention, after-school detention, ISS (½–1 day), targeted skill group, restitution/school service up to 2 hours (non-demeaning, supervised).

Level 3 – Serious or Persistent

Examples: bullying (non-sexual), threats, fighting (no serious injury), vaping/tobacco, theft/damage (\$50–\$500), abusive language to staff, repeated harassment.

Responses: ISS 3 days minimum (academic work provided), OSS 3 days minimum (or, at administrator discretion and only when offered, Parent/Guardian-Supervised In-School Suspension (PS-ISS)), behavior contract, mandatory re-entry meeting, restorative conference when appropriate, referral to school counselor; law-enforcement consultation as required.

Level 4 – Safety-Critical / Major

Examples: physical assault; sexual assault/harassment; credible threats; weapons; drugs/alcohol distribution; arson; vandalism >\$500.

Responses: Immediate removal (ISS room hold or emergency OSS), law-enforcement/reporting as required; Title IX process for sex-based incidents; longer OSS (up to 10 days); recommendation for long-term removal/expulsion per district procedures; individualized safety plan before return.

5) Specific Policies

A) Zero Tolerance for Physical Altercations (Fighting)

- *Definition: Any intentional physical aggression (hitting, kicking, pushing with force).*
- *Immediate action: Both students involved receive immediate short-term suspension (1–3 days) or ISS pending investigation, because staff cannot always know who initiated the fight at the moment of intervention. Final consequences may be adjusted after due process if evidence shows self-defense or other mitigating factors (including disability-related manifestation).*

- *Re-entry: Mandatory re-entry conference with student + parent/guardian; success plan; possible restorative conference if all parties consent. Repeat offenses escalate (Level 4).*

B) Zero Tolerance for Sexual Assault

- *Reports trigger Title IX: Provide supportive measures to the complainant immediately; conduct Title IX grievance process with a presumption of non-responsibility until a determination; emergency removal allowed only after an individualized safety/risk analysis and notice/challenge opportunity. Informal resolution may not be required and is not available for employee-on-student. If found responsible, the student will face long-term removal/expulsion consistent with district procedures and law.*

C) In-School Suspension (ISS)

ISS is a structured, supervised academic setting, not idle time. Requirements:

- *Same-day work packet/Chromebook access; opportunity to earn full academic credit; check-in by a teacher/case manager.*
- *Parent/guardian presence during ISS occurs only when specifically authorized by administration (e.g., through PS-ISS in Section 5(H)) and is limited to supervising their own students.*
- *Social-skills mini-lesson (emotion regulation, conflict steps) and reflection sheet.*
- *Duration: ½–3 days typical. Use for Levels 2–3 and as pending-investigation hold for Level 4 if safe. (Districts including HISD and others specify ISS as a standard option.)*

D) “What needs to happen to make this whole again?” Consequences (School Service / Restitution)

- *Age-appropriate, supervised tasks that repair harm (e.g., organizing library books, campus beautification, helping custodial staff with light nonhazardous tasks, creating anti-bullying posters).*
- *Voluntary alternatives are offered if disability or health concerns exist.*
- *Not used for sexual misconduct or serious violence.*
- *Parent notice is required; tasks are limited (≤2 hours per incident; ≤4 hours per week). (Modeled on restitution options in major district codes.)*

E) Bullying/Harassment (non-Title IX)

Prohibited on all platforms. Staff must intervene and report within one (1) school day; schools must investigate and document, provide support, and assign consequences aligned to Levels 2–4. (NYC “Respect for All” & Alaska statute references.)

F) Students with Disabilities (IDEA/504)

- *>10 school days of suspension (cumulative) requires a manifestation determination and services to enable progress in the general curriculum.*
- *We use behavior intervention plans (BIPs), positive supports, and alternative placements only as legally permitted.*

G) Restraint & Seclusion (rare, last resort)

Only to prevent imminent danger and in line with Alaska law and training; parents are notified the same day, and incidents are documented.

6) Procedures & Due Process

A) Classroom

- *Teach expectations; document minor incidents; use Level-1 responses; contact families early. (Practice reflected across NYC, CPS, MCPS.)*

B) Office Referral & Investigation

- *Administrator reviews facts, interviews, considers self-defense/intent/disability, and assigns the level and consequence. (FNSBSD SRR framework.)*

C) Notice

- *Written notice to student/parent of alleged violation, evidence summary, and assigned response. Suspensions follow district timelines/forms. (NYC A-443/CPS SCC procedures; BPS forms show standard notice timelines.)*

D) Academic Access

- *All removals (ISS/OSS) include access to classwork and the opportunity for full credit. (Common in major codes.)*

E) Re-entry

- *For any OSS, a re-entry meeting sets conditions for return (check-ins, counseling, contracts, restitution). (CPS/FCPS practice.)*

Due Process Notes: Students have the right to know the allegations/evidence, to respond, and to have decisions reviewed without retaliation. Special-education due process rights remain intact.

7) Implementation & Training

- *Annual staff training on this policy, PBIS, de-escalation, restraint/seclusion (as required by Alaska law), and Title IX responsibilities.*
 - *Family education: publish the policy, review at fall meetings, and send acknowledgement forms (mirrors NYC/MCPS practice).*
 - *Data review each quarter to monitor disproportionality and effectiveness; adjust supports accordingly. (Common across large districts.)*
-

8) Why this mix of empathy + consequences works (research snapshot)

- *Clear, consistently enforced rules reduce disorder and improve climate; tiered matrices help staff respond predictably (seen across NYC, CPS, FCPS, MCPS).*
 - *PBIS: Cluster-randomized studies show school-wide PBIS reduces office referrals and improves climate.*
 - *Restorative practices: A large RAND trial (Pittsburgh) found reduced suspensions in elementary grades and improved climate, with mixed academic effects in middle grades—supporting targeted use alongside consequences.*
 - *“Zero tolerance” alone is not evidence-based; blanket policies without due process/support can backfire. Our policy uses immediate safety actions (e.g., suspensions for fights) plus investigation, re-entry support, and skill-building.*
-

9) Sources Consulted (selection)

- ***FNSBSD Student Rights, Responsibilities & Behavioral Consequences; BP 5144—Student Discipline.***
- ***Alaska law: AS 14.33 (safety/discipline; restraint & seclusion); bullying/dating-violence provisions.***
- ***Title IX (2024 Final Rule)—U.S. Dept. of Education.***
- ***IDEA discipline/504—U.S. Dept. of Education/OSEP & OCR guidance.***
- ***District codes informing structure: NYC DOE Discipline Code; LAUSD School Climate Bill of Rights; Chicago SCC; Fairfax SR&R; MCPS Code; Miami-Dade COSC; Gwinnett Behavior Code; Houston ISD Code; Seattle Policy 3240/3241; Boston Code of Conduct (with current notice/appeal forms).***
- ***Research: APA Zero-Tolerance Task Force (2008); RAND restorative justice (2018); PBIS evidence (Bradshaw et al.); Parent/Guardian Summary – Student Conduct & Discipline Policy (2025–26)***

Our Goal:

The K-8 HomeSTEAD Charter School is committed to a safe, welcoming place where all students can learn. We balance firm rules with fair support.

What We Expect

- *Be respectful to peers, staff, and property.*

- *Be responsible for your actions.*
- *Be safe in words, body, and choices.*

How We Respond to Behavior

We use a progressive approach:

- *Minor missteps → reteaching, reflection, parent calls, loss of small privileges.*
- *Repeated or moderate problems → detentions, in-school suspension (ISS), restitution by helping around school.*
- *Serious issues → out-of-school suspension (OSS), behavior contracts, counseling.*
- *Major safety issues → immediate removal, district investigation, possible expulsion.*

Zero Tolerance

- *Fighting: Both students are suspended (ISS or OSS) because staff cannot know who started it in the moment. After investigation, consequences may be adjusted if self-defense is proven.*
- *Sexual Assault/Harassment: Immediate removal, full investigation under federal Title IX law, and if found responsible, long-term removal/expulsion.*

In-School Suspension (ISS)

Students continue their schoolwork in a supervised setting, complete reflection activities, and receive social-skills lessons.

Restitution (“Work Off the Harm”)

For some behaviors, students may “make things right” by helping around school (e.g., organizing books, cleaning shared spaces, or creating positive messages). This is always age-appropriate and supervised.

Student Rights

- *Students and parents are notified in writing about discipline decisions.*
- *Students may appeal decisions (first to the principal, then to the district office).*
- *Students with special education plans have extra legal protections.*

Family Partnership

We believe accountability works best when families are involved. Parents/guardians will be contacted promptly and included in re-entry meetings after suspensions.

Parent-Supervised In-School Suspension (ISS) Policy

Purpose

The K-8 HomeSTEAD Charter School believes that discipline works best when families are active partners. To strengthen accountability and reinforce positive behavior, the school may assign Parent-Supervised In-School Suspension (ISS) as an alternative to traditional ISS or out-of-school suspension (OSS).

Definition

Parent-Supervised ISS is a structured disciplinary response where:

- *The student remains on school grounds,*
 - *The parent/guardian is present in a designated supervision space (not in regular classrooms), and*
 - *The student completes academic assignments and reflection activities under staff direction, with the parent acting as the immediate supervisor.*
-

Guidelines

- *Eligibility*
 - *May be assigned for Level 2–3 offenses (repeated disruption, disrespect, minor fights, tobacco/vaping, bullying).*
 - *Not available for Level 4 major safety violations (weapons, sexual assault, drugs, arson, severe assault).*
 - *Parent Role*
 - *Parent/guardian agrees in writing to supervise for the assigned time (½–3 days).*
 - *The parent ensures the student follows expectations: no phone use, no disruptions, completion of assigned work.*
 - *Parent documents compliance on a Parent Supervision Log.*
 - *School Role*
 - *Provides academic work, reflection forms, and behavior lesson materials.*
 - *Assigns a staff liaison to check in daily.*
 - *Confirms completion of academic and reflection work before the student returns to regular classes.*
 - *Accountability*
 - *If a parent cannot or will not participate, the consequence defaults to traditional ISS or OSS.*
 - *Failure to complete assigned work or follow expectations may result in escalation to OSS.*
 - *Length & Limits*
 - *Maximum 3 consecutive days per assignment.*
 - *No more than 6 total days per semester may be served in Parent-Supervised ISS.*
-

Benefits

- *Maintains the student's academic continuity.*
- *Increases parent-school partnership.*
- *Reduces reliance on out-of-school suspensions.*
- *Provides students with structured reflection and accountability.*
- *When appropriate, the school may assign Parent-Supervised In-School Suspension (ISS). In this setting, a parent/guardian is determined by administration. Parents or Guardians can come to school to directly supervise their child while they complete classwork and behavior reflection tasks in their classroom. This option reinforces accountability, keeps students in school, and strengthens family-school partnership. If parents are unable to participate, the student will serve the suspension in traditional ISS or OSS as determined by the administrator.*

Appendix F

Curriculum Alignment with Alaska Content Standards:

The HomeSTEAD Charter School will use FNSBSD Curriculum Guides along with a variety of instructional materials across subjects to guide learning and design STEAD-themed projects that align with both Fairbanks North Star Borough School District curriculum objectives and state standards.

We have existing partnerships with Calypso Farms and One Tree at UAF. We will be aligning our thematic materials with the People and Place Curriculum established by Calypso Farms and Ecology center and our donated science curriculum. All educators expand upon all basic themes to custom tailor it to each grade.

- **English Language Arts (ELA):** Students explore texts related to sustainability and agriculture, enhancing reading, writing, and speaking skills aligned with state standards.
- **Mathematics:** Students apply mathematical concepts such as measurement and geometry in practical projects like designing homesteading systems. The Math curriculum Chosen will meet Alaska Mathematics Standards.
- **Science:** The curriculum covers environmental science and renewable energy, linking directly to Alaska Science Standards and fostering inquiry-based learning.
- **Social Studies:** Students study Alaska's history, geography, and the role of agriculture, meeting the Alaska Social Studies Standards while exploring sustainability, and aligning with the district's social studies curriculum goals.
- **SEL:** All classes will engage in mandatory SEL time. Educators will use this time to gather a base-line for each student's emotional and physical well being. This will be a dedicated daily time for personal growth and development.

Instruction Materials and Supplemental Materials:

- Dimensions by Singapore for Math
<https://www.singaporemath.com/pages/pacing-guides> The Framework
- Math in a cultural context <https://www.uaf.edu/mcc/>
- UFLI
- Inspire Science
<https://info.mheducation.com/rs/128-SJW-347/images/Inspire-Science-Brochure.pdf>



- *Alaska Ecology*
- *Handwriting without tears*
[Tearshttps://go.lwtears.com/l/864032/2024-09-05/c1nnc2?_gl=1*1eajmwa*_gcl_au*MTQ3MTI2MTAwMi4xNzcwMDk0NzI5*_ga*MTU4OTI1NDM5NS4xNzcwMDk0NzI5*_ga_R5KMLQVDR2*cZE3NzAwOTQ3MjkkbzEkZzAkdDE3NzAwOTQ3Mjkka jYwJGwwJGgw](https://go.lwtears.com/l/864032/2024-09-05/c1nnc2?_gl=1*1eajmwa*_gcl_au*MTQ3MTI2MTAwMi4xNzcwMDk0NzI5*_ga*MTU4OTI1NDM5NS4xNzcwMDk0NzI5*_ga_R5KMLQVDR2*cZE3NzAwOTQ3MjkkbzEkZzAkdDE3NzAwOTQ3Mjkka jYwJGwwJGgw)

Integration of STEAD:

The STEAD theme connects multiple disciplines, allowing students to explore sustainability, technology, and agriculture while meeting state standards. The integration of the FNSBSD curriculum ensures that all subjects remain aligned with state standards, while also supporting the hands-on, real-world projects tied to the STEAD framework.

8. Link to Google Drive with Lesson Plan Examples

Agricultural Lesson Plan

LESSON PLAN :	ANIMAL SCIENCE
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Lesson Title:	REMARKABLE RUMINANT		
Grades:	6-8	Lesson Duration:	3 hours

Lesson Objectives:
In this lesson, students will follow the farm to fork process of producing beef, learn how cattle and other ruminants convert grass into nutrient-rich foods such as milk and meat, discover ways cattle recycle food waste, and identify careers in the beef cattle industry..

Standards:
5-8 Geography Standard 14: How human actions modify the physical environment. - Objective 3 The physical environment can both accommodate and be endangered by human activities. 5-8 Geography Standard 15: How physical systems affect human systems. - Objective 1 The characteristics of a physical environment provide opportunities for and impose constraints on human activities. Science (SCIENCE) MS-ESS3: Earth and Human Activity - MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. MS-LS2 Ecosystems: Interactions, Energy, and Dynamics - MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. - MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

Materials / Equipment:
Interest Approach: - Energy Chain image to display (https://cdn.agclassroom.org/media/uploads/lp604/sun_grass_beef_and_dairy.png) Activity 1: - LCD projector or TV to display PowerPoint presentation - Beef Life Cycle Board Game, 1 copy per student - Beef Life Cycle PowerPoint Activity 2: - Example rangeland images to display - A Cow's Digestive System video - Remarkable Ruminant handout, 1 per student

Middle School Ag Lesson Plan	03/10/2020	Amended by: Michelle Sweeten
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Agricultural Lesson Plan

Activity 3:

- Food Waste Scenarios printout, 1 copy per class
- Finding Value in Food Waste printout, 1 copy per class

Activity 4:

- Blank sheet of paper, 1 per student

Essential Files (maps, charts, pictures, or documents)

- Beef Life Cycle Board Game
- Beef Life Cycle PowerPoint
- Finding Value in Food Waste
- Food Waste Scenarios
- Mapping Out Commodities and Byproducts (Optional Enriching Activity)
- Remarkable Ruminant handout

Links and handouts can be found here: <https://www.agclassroom.org/matrix/lesson/604/>

Summary of Tasks / Actions:

Vocabulary Words

byproduct: an incidental or secondary product made in the manufacture or synthesis of something else

calf: the name for baby cattle

feedlot: a type of farm operation where cattle are fed balanced feed rations in preparation for harvesting

forage: bulky food such as grass or hay typically consumed by livestock

heifer: female bovine that has not produced a calf

rangeland: open country used for grazing or hunting animals

ruminant: an animal with a four-compartment stomach

steer: male bovine that has been castrated

Did You Know? (Ag Facts)

- When beef cattle are harvested, approximately 98% of the animal is used for meat or other byproducts such as leather, glue, soap, insulin, or gelatin.¹
- Disneyland in California sells over 4 million hamburgers each year.¹
- The United States and Brazil are the top beef producing countries in the world.²
- More than 100 medicines, including insulin come from cattle.²

Background Agricultural Connections

Beef From Farm to Fork

Beef cattle grow from young calves to mature steers or heifers in 14-18 months. Calves can be born any month of the year, but spring is the most common season. After a calf is born it will spend the first few months of its life side-by-side with its mother. The calf receives its nutrition from its mother's milk. As the calf grows, it will also begin to eat grass, hay, or other forages. When the calf reaches six to eight months of age, the calf will be weaned, or separated from its mother. The growing calf will continue to eat grass and other forages as it grows. Beef cattle typically spend the majority of their lives on private or public rangelands where their diet consists of grass and other forages. For most beef cattle, their final stage of growth takes place at a feedlot where their diet consists mostly of corn and hay which has higher nutrient density than most rangelands. This final stage of growth prepares the animal for harvesting. Once the

Agricultural Lesson Plan

animal is harvested, it is processed into various meat cuts, such as steak or roast, or processed into hamburger, a form of ground or chopped beef formed into the familiar patty of a hamburger or cheeseburger. The beef is then sold to consumers at a retail outlet, like a grocery store or a restaurant, completing the farm to fork journey.

Cattle Digestion

Along with animals such as goats, sheep, buffalo, deer, elk, giraffes, and camels, cattle have a four compartment stomach. The function of these four compartments allow cattle to physically and chemically digest food that cannot be utilized by humans or animals that only have a simple stomach with one compartment (monogastrics). The ruminant digestive system of cattle actually helps us use feed resources that would otherwise be discarded as waste. These waste products are known as byproducts or incidental products created by the manufacture of something else. An example is a potato peel. French fries are consumed regularly across our country. What happens to all the potato peels? The Ore-Ida French Fry processing plants in Oregon and Idaho send their potato peels to be consumed by cattle in feedlots. The cattle eat the potato peels and convert a waste product into beef, a food rich in zinc, iron, and protein. In summary, humans cannot digest the majority of what cattle eat. They turn something of little value to humans (like grass) into highly nutritious beef.

When properly managed, cattle can also improve the quality and health of the rangelands where they live and graze. Typically, rangelands are located in areas that are too rocky, steep, or otherwise inefficient for growing human food crops. Keeping this land in grass prevents soil erosion. Cattle also provide natural fertilizer for the land in the form of manure.

Careers

The entire farm to fork journey of beef products requires the joint efforts of many different careers. Farmers and ranchers, food processors, and transportation specialists each work with a team of people to produce, process, and transport beef products to be enjoyed by consumers.

See Less...

Interest Approach - Engagement

1. Ask students, "Can you name something that can convert grass into nutrient-rich foods that we eat?"
2. After students have time to think and offer answers, display the following image and add sunlight to the equation. "Energy comes from the sun and produces grass. Humans cannot digest and gain essential nutrition from grass. What can convert grass into foods like meat, milk, and other dairy products?"
3. The answer is livestock. Specifically, animals like sheep, goats, and cattle that have a unique digestive system allowing them to break down the cellulose in plants. Today they will be learning about the digestive system of cattle and other ways cattle recycle and conserve resources while producing nutrient-rich food.

Procedures

Activity 1: Beef From Farm to Fork

1. Explain to students that there are many processes in our life that follow a specific cycle from start to finish. Cattle, the source of our beef, go through a variety of steps from start to finish. This brief activity will explain and illustrate what cattle eat and where they live as they grow and mature.
 2. Distribute the Beef Life Cycle Board Game, one per student.
 3. Open the attached Beef Life Cycle PowerPoint.
 4. Read through the instructions with the students and go through the PowerPoint as they take notes on their game board.
 5. After finishing the worksheet, have students write a "\$2 summary" of the lesson on the back of their game board. Each word is worth 10 cents, and students must write until they reach \$2.
- This summary activity can be scaffolded by giving students specific words related to the learning that they must include in their summaries. You may also increase to any amount of money to require

Agricultural Lesson Plan

additional length. Possible words to include in the summary include: beef life cycle, calves, ranch, feed yard, harvest, or supermarket.

Activity 2: The Remarkable Ruminant

1. Ask students, "How many people currently live on the earth?" Accept an answer of approximately 7 billion or go to the World Population Clock for a more precise answer. Follow up by asking students if the world population is expected to increase or decrease in coming years. (increase)
2. Conclude with students that it is, and will become, increasingly important to use our land wisely to provide homes, food, space, and resources for a growing population.
3. Ask, "Can we use ALL of our open space to grow crops for food?" Display the following images for illustration.
4. Ask students:
 - Is some land too dry or too wet for crop growth?
 - Is some soil too rocky or sandy to grow crops?
 - Could steep inclines or cold climates prohibit a farmer from growing crops successfully?
5. Ask students to think back to what they have learned so far. Could the land that is unsuitable for crop farming be used by cattle (or sheep) to produce food? (Yes!) Tell students that this is possible due to a unique digestive system. Show the video clip, A Cow's Digestive System (1:35 mins).
6. Distribute the Remarkable Ruminant handout to students. Instruct students to read the article on page 1 and highlight each example they find of ways cattle convert otherwise unusable resources into useable resources. Students will then complete pages 2 and 3 of the worksheet.

Activity 3: How Cattle Recycle

Preparation: Prior to class, print 1 copy of the attached Food Waste Scenarios. Cut scenarios into individual strips and save until you reach step three. Print 1 copy of the attached Finding Value in Food Waste and cut into eight individual strips. Distribute the slips around the room before students arrive. You can leave them visible or hide under chairs, tape to the walls, etc.

1. Ask students to brainstorm all of the places where food goes to waste. Students will likely think of uneaten food at their home, school cafeteria, or restaurants. Once students have exhausted their own ideas, provide a prompt. Ask, "When you are preparing food at home is there any portion of the food that you throw away?" Provide examples such as:
 - Do you ever peel a fruit or vegetable and throw away the peel?
 - Do you ever throw away the core of an apple or the rind of a watermelon?
 - Do you always eat the heel/crust of a loaf of bread?
2. Point out that on a house-by-house basis, the amount of food waste may be relatively small (though potentially impactful). Ask students to think about the waste from a large food processing facility. Ask, "Are there food processing facilities that could produce truckloads of waste?"
3. Divide the class into eight groups. Give each group one Food Waste Scenario slip. Allow groups to read and discuss their assigned scenario and come up with a potential solution.
4. Next, introduce the concept of cattle being able to digest food and receive nutritional value from foods that humans either do not choose to eat or cannot eat because it provides little/no nutritional value to our bodies.
5. Inform students that they will find strips of paper around the room that contain the nutritional value of the food product represented in their scenarios. Instruct students to search for the papers to find the information they need to determine if the food waste from their scenario could be used in another way.
6. Once students have found the slip of paper to match their scenario, have them come up with another solution for the food waste based upon what they learn. Have each group share their scenario and solution with the class.
7. After each group has shared with the class, use the following questions for reflection:

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- What is the definition of a byproduct?
 - o An incidental or secondary product made in the manufacture of something else. To learn about additional feeds from byproducts, see the Enriching Activity below titled, "Digging Deeper into Byproduct Feeds."
- What limitations can farmers/ranchers face in feeding their cattle byproduct feeds?"
 - o Some byproduct feeds have geographic limitations. For example, citrus fruits are only grown in a few states. To further discuss the geography of these byproducts, see the Enriching Activity below titled, "Mapping Out Commodities and Byproducts."
- What makes cattle different from humans and allows them to digest food waste products like the ones we discussed today?
 - o Cattle are ruminants which means they have four compartments in their "stomach" allowing them to break down and digest plant products that other animals and humans cannot.
- So what? Why does this matter or why is this important?
 - o The world population is growing exponentially which places a greater demand than ever before for food. Using alternative food sources that would otherwise go to waste, and feeding them to ruminants like cattle, allows farmers to efficiently and economically produce food for this growing population.

Activity 4: Careers

1. Create a T-chart on the board and brainstorm careers related to producing beef. The left side will focus on careers directly related to the farmer/rancher. The right side will focus on careers that help market/sell the beef to consumers.
 - Left side: Careers directly related to the cattle farm/ranch
 - o Seed Salesman: needed to grow hay and grain to feed cows
 - o Grain and Hay Farmer: grows hay and grain
 - o Veterinarian: help manage and oversee prevention of disease and treatment of sick cows
 - o Feed Salesman/Animal Nutritionist: cattle need feed to eat; nutritionists help formulate balanced rations for cattle
 - o Feedlot Manager: cattle are finished growing in feedlots
 - o Extension Agent: provide continuing education for farmer/rancher which helps them learn the newest and most updated information for growing beef
 - Right side: Careers that help market/transport beef
 - o Farm Reporters or Broadcasters: report on cattle markets
 - o Auctioneers or Livestock Market Managers: assist farmers in selling cattle
 - o Cattle Buyers: buy cattle for processing facilities
 - o Truck Drivers: transport cattle to harvesting facility and boxed beef to distribution centers and restaurants
 - o Food Service Providers (e.g. US Foods): deliver specific cuts of beef to restaurants and chefs
 - o Restaurant and Grocery Store Employees: serve up beef as a part of meals and provide a place for consumers to buy beef
2. Create a foldable to organize notes on. See pictures below for illustration.
 - a. Place paper in landscape orientation and fold in half (left to right). Open paper back up.
 - b. Fold the left side to the midline and the right side to the midline to create a tri-fold.
 - c. Use scissors to make 6 tabs on both the left and right sides of the foldable allowing each tab to be opened individually.

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- d. Use the careers listed on the T-chart, list one career per tab.
 - e. Use the descriptions of each career from the T-chart to complete the foldable. The career will be listed on the outside of each tab and a description of the career will be written on the inside. The left side of the t-chart (careers directly related to the cattle farm/ranch) will be on the left side of the foldable and the right side of the t-chart (careers that help market/transport beef) will be on the right side of the foldable.
3. To summarize the activity, have students turn the foldable over so the solid back (no tabs) is facing up. Instruct them to complete a 3-2-1 summary.
- Record three things the student learned about agriculture careers.
 - Record two careers the student found interesting and would like to learn more about.
 - Record one question the student still has about agriculture careers related to beef.

Activity 5

Visit a local beef or dairy farm. Make sure to look at how the cattle are fed at different stages.

Concept Elaboration and Evaluation:

After conducting these activities, review and summarize the following key concepts:

- Cattle have a unique ruminant digestive system allowing them to gain energy from food such as grass, hay, and other forages that are of no nutritional value to humans.
- Cattle provide beef (hamburger, steak, roasts) and dairy products to our diet as well as many byproducts such as leather, medicines, etc.
- Cattle can utilize land that is too dry, rocky, wet, or steep for crop production. Well managed grazing practices promote healthy rangelands.
- Cattle can eat food processing byproducts rather than sending the waste to landfills.

Enriching Activities

- Digging Deeper into Byproduct Cattle Feeds: In Activity 3, students learned about eight byproducts that can be fed to cattle. There are many more examples. Assign students to research other common cattle feeds that are otherwise waste if not used as livestock feed. Possible feeds include:
barley or hops hulls cereal by-products citrus pulp culled vegetables
cotton seed husks grasses/molasses soy hulls
sugar beet pulp Grape Peels Corn Gluten Corn Stalks
- Have students read the Huffington Post article, Farm Animals Actually Eat People's Leftovers - And It's Good For the Planet. If desired, use a KWL chart to increase engagement. Discuss student findings.
- Mapping Out Commodities and ByProducts: To help students understand the geographic limitations of using byproducts for feed, distribute the attached Mapping Out Commodities and Byproducts activity sheet to each student. Have students research where the list of food products are commonly grown in the United States. The U.S. Department of Agriculture National Agricultural Statistics Service and the Interactive Map Project are two helpful websites that can be used or students may conduct their own internet search. Students may research products individually, work in groups, or do a special report on just one product.
- o If time allows, encourage students to explore the maps to find out what food products or waste products are local to your state and may be fed to cattle.

Unit 1: My Ecosystem

Week 1: Berries & Harvest



Guiding Questions

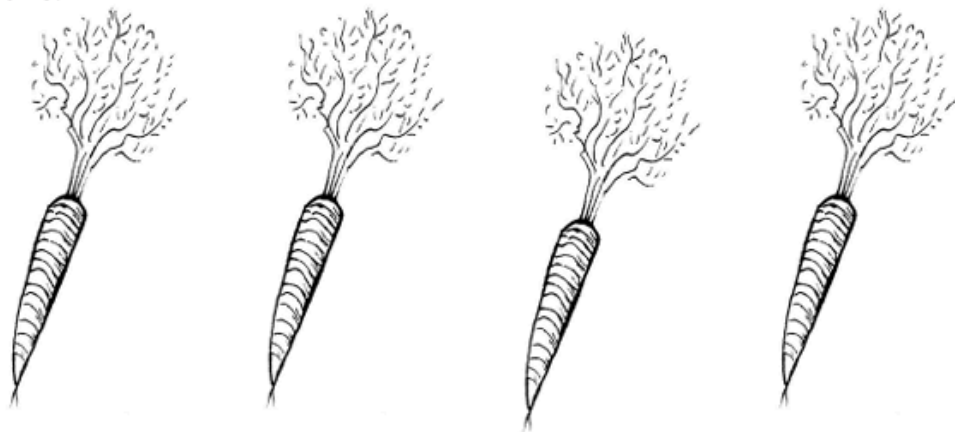
- What do living things need to survive? How do different living things depend on each other?
- What is a berry and what are some local berries where I live?
- Where does my food come from? What food can I harvest and preserve locally?
- How can I interact with the world around me with gratitude and respect?

Introduction

Read the following introduction together with your students as a primer for this week's lessons. Key words are **highlighted** - think of these as good weekly vocab or spelling words, ones you could look up to find out more about or look up and learn in the traditional language of your area. Pick and choose ones you might not know or that are challenging to you. You could also pick some of the big ones as fun words-of-the-day to think about a new concept each day of the week.

All living things need certain things to survive: **food** to eat, **water** to drink, and **space** to live in. They get all these things from the world around them: their **ecosystem** or **habitat**. Trees capture sunlight, and air to make sugary food and suck up water from the ground to drink. A moose munches on willow branches in the forest and drinks from a pond. Humans grow food in **gardens**, pick berries on the mountain, and hunt for caribou in the fall. Although in modern times a lot of our food is **shipped** across the globe, coming from far away places, there is still a lot of food we can eat that comes from our **local** ecosystem too.

All over the world, Indigenous and land-based peoples have relied on the foods that can be **hunted**, **harvested**, and **grown** around them for thousands of years. Learning about traditional wild foods as well as **cultivated** foods that people grow in your area is a great way to discover more about your ecosystem you are a part of, the kinds of things that like to grow there, and how they are affected by the seasons.



Introduction Worksheet

Have students answer the following questions before you start the week to think about what things they already know about food, berries, and harvest, and what questions they have. They can write their answers (here or on a separate piece of paper), draw pictures, or you can talk about them together. It's okay if students don't have answers for them yet. That just means they have more questions! Students can fill in more as the week goes along too and you learn more about foods that grow locally in your area.

Foods I know of that grow or live in the wild are:

(Bonus: Circle ones that grow in your ecosystem; underline ones you love to eat.)

Foods I know of that people grow or raise in farms and gardens are:

(Bonus: Circle ones that grow in your ecosystem; underline ones you love to eat.)

Three questions I have about growing and harvesting foods are:

1.

2.

3.

One thing I would like to learn to cook is:

Gather Knowledge

Pick **one resource each** out of each of the following categories (Read, Research, Reflect) and read or explore that topic together with your students, or pick and choose as you wish. Suggestions for more advanced readers are not specifically themed for the week but are nature-themed and can be read and explored more deeply over the whole unit.

Read

- *Blueberry Shoe* by Ann Dixon, illustrated by Evon Zerbetz
- *Berry Magic* by Teri Sloat and Betty Huffman, illustrated by Teri Sloat
- *Blueberries for Sal* by Robert McCloskey

For More Advanced Readers

- *The Spiderwick Chronicles* by Tony DiTerlizzi and Holly Black - A fantastical series about adventure and magical natural history, and a great series to inspire kids to explore field guides and keep their own nature journal.

Research

- Use the internet or a field guide to research what kind of berries grow in your area - make a list of ones that are edible and any that are poisonous.
- Use the internet or a gardening book to research what kind of fruits and veggies can grow in a garden in your area (some may be similar to what can grow in the wild!) Are there any that surprise you? *Bonus:* visit a local farmer's market and see how many different kinds of crops people are selling and learn about what they are.

Some Good Resources:

- UAF Cooperative Extension Service resources and fact-sheets about Alaskan food crops and berries: <https://www.uaf.edu/ces/>
- *The Alaska Wild Berry Cookbook* published by Alaska Northwest Books
- *Alaska's Wild Berries and Berry-Like Fruit* by Verna E. Pratt
- *The Boreal Herbal* by Beverley Gray

Reflect

- Read the list of respectful harvest practices from Elders in the Yukon-Kuskokwim region - located in the introduction of *A Guide to Ethnobotany of the Yukon-Kuskokwim Region*, downloadable here: https://www.uaf.edu/anlc/resources/yukon_kuskokwim_ethnobotany.php
- Watch or read Robin Wall Kimmerer's *Principles of an Honorable Harvest*. Look specifically for the list of practices to follow to respectfully harvest plants.

Watch: <https://www.youtube.com/watch?v=cEm7gblax0o>

Read: <https://www.yesmagazine.org/issue/good-health/2015/11/26/the-honorable-harvest-lessons-from-an-indigenous-tradition-of-giving-thanks/>

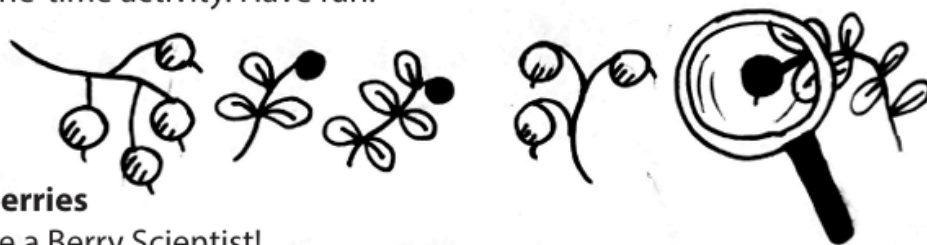
Reflection Activity: Think through the following prompt with your students and have them respond with their thoughts through art, writing, or talking together.

Reflection Prompt: After going through these lists of respectful and honorable practices for harvest, think about why they might be important. Do you have any rules or guidelines you have been taught to follow when you are in nature - this could be as simple as not picking a garden tomato that's not ripe yet or not picking a berry when you don't know what it is. What are these rules for? What are the rules on these lists for? What is something new off one of these lists that you can do next time you are harvesting something?



Discover

Below are some suggestions for fun science activities that involve berries and food preservation. Pick one, or do both! The Winterberry project is an ongoing science project that you can continue throughout the fall and the food preservation activity is more of a one-time activity. Have fun!



Berries

Be a Berry Scientist!

Learn about and join in on the Winterberry community science project! As described by the project leaders: *Winterberry is a citizen science project where University of Alaska Fairbanks scientists and community volunteers investigate how shifting seasons could affect when berries are available to animals and people.* They are always excited for new participants!

Winterberry is a hands-on science project you can do in your own neighborhood or favorite local berry patch. When you participate you receive training on how to monitor the type and condition of local "winterberries" - their name for berries like low and highbush cranberries that stay on the bush all winter and provide important food for birds and other animals.

Students gain skills like:

- Berry and plant identification
- Kid-friendly scientific monitoring skills like making a plot and tagging plants
- Scientific observation
- Data collection and basic math (counting, categorizing)

Learn more, contact the scientists, and sign-up to be a berry monitoring team on their website: <https://sites.google.com/alaska.edu/winterberry/home?authuser=0>

Harvest

Fermentation Experimentation! Make Your Own Sauerkraut!

In this activity you and your students can learn to make your own sauerkraut, and in the process learn the basic biology and chemistry involved in the process of fermentation.

Fermentation is a process in which sugars from food are broken down by little organisms called yeast and bacteria. In the process, the yeast and bacteria produce carbon dioxide gas (bubbles) and alcohol or lactic acid, which preserves the food. People all over the world use fermentation to preserve all sorts of different foods. Fermented cabbage, called sauerkraut (also the basis of making kimchi) is an easy place to start to try fermentation at home! As your cabbage ferments, you'll get to see the bacteria in action! Below are some resources to get you started, including some helpful tutorials. We suggest starting with the UAF Cooperative Extension Service guide for some good background information about making successful sauerkraut. You can look through these resources with your students or just on your own to get prepped for the activity.

- Use this guide from the UAF Cooperative Extension Service to get started and for helpful recipe guidelines and tips: http://cespubs.uaf.edu/index.php/download_file/1241/
- This video is a great kid-friendly sauerkraut tutorial. It is also a helpful demonstration of helping young children take part in cooking! <https://www.youtube.com/watch?v=DgYuGm0XDXU>
- Interested in learning more about fermentation? Here is another fun science experiment that demonstrates how yeast ferment sugars and make carbon dioxide at the same time - the process that makes bread rise! <https://www.youtube.com/watch?v=FYCICHVT00M>



Explore

Go berry picking! The perfect family-friendly outdoor activity! Find a good local berry picking site in your area (the best way is usually to ask friends) and gather what you need to go harvest berries - containers to hold them, warm clothes to wear, and snacks and water to take on your adventure. Involve your students in the planning and prep for the day.

In September in Interior Alaska it is nearing in the end of the berry season, but you can probably still find lowbush cranberries and crowberries in alpine or boggy areas and lots of highbush cranberries in the birch forests. Some of them are even better after the first frost. If you're not familiar with them, both types of cranberries can be made into delicious jams and jellies or your own homemade cranberry sauce.

Be sure to research how to identify the types of berries you're looking for beforehand or take someone with you who knows what they're looking for. And always make sure you practice respectful harvesting! If you have a guidebook handy, have students help look up and identify the berries once you find them.

For another fun outdoor activity, if you know someone with a farm or garden, you could also ask to help harvest some of the things they are growing - even if just to learn how to do it. You can have students come up with questions beforehand for the gardener like: What are their favorite things to grow? What is best for keeping for winter?





Question



Both people and other animals alike need lots of food to make it through the winter. Here are some real-world math questions to help students practice their math skills and help them think about just how much space it might take to feed yourself if you were a person or a bear for the colder months.



Below are three word-problem math questions and the information required to figure them out. Adapt these questions for your learners as you see fit, or copy these questions to another worksheet and have them puzzle them out on their own. An example of how you could adapt these questions for a younger learner who has not yet learned multiplication is figuring out some of the constants together like how many total days are in winter, or by making the problems smaller to figure out how many berries a bear might eat in a day or how much space you would need to grow enough vegetables for a week.



There is some space on the next page with the questions where you can work them out yourself and adapt them for your students. Approximate answers we worked out are located at the bottom of the question page.



Constants:

- 
- Assume that winter is 6 months long, October-March.
 - 1 adult brown bear can eat up to 90 pounds of food a day when it is getting ready for winter. Assume that 30 pounds/day of this is berries and that it is eating this much for 3 months (July, August, & September).
- 
- 1 blueberry or cranberry weighs ~ 0.5 grams or ~0.02 ounces
 - 16 ounces = 1 pound
 - 1 carrot needs 9 square inches to grow
 - 1 cabbage needs 144 square inches to grow
 - 1 onion needs 36 square inches to grow
- 
- 144 square inches = 1 square foot
- 
- 
- 
- 
- 
- 



Counting on Berries



1. How many individual berries would you have to pick to make one batch of blueberry jam if you need about 1 pound of blueberries for your recipe?



2. How many individual blueberries would 1 adult brown bear have to eat to get ready for winter?



Garden Harvest



3. Now thinking about garden vegetables, how much garden space would someone need to grow food if they want to eat 2 carrots, 1 onion, and 1 cabbage every day all winter? Other than the space requirements for each veggie given above, assume vegetables can grow right next to each other. If you get an answer in inches can you convert it to square feet?

Approximate Answers: 1. 800 berries 2. 2,068,000 berries 3. 36,036 square inches of garden or about 250.25 square feet



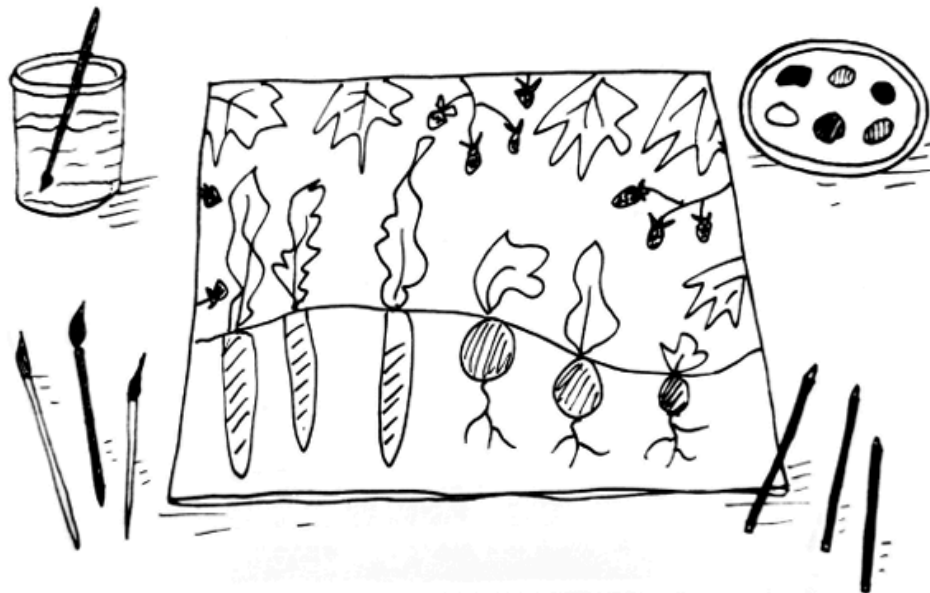
Create

Have students **paint or draw a picture of their dream berry patch or garden.** This could be inspired by one they have visited or be completely from their imagination. You can have them think about some of these questions to get them started: What kinds of foods grow there? Are there animals or people there that like to eat those foods? Is there a water source for this garden or berry patch?

Depending on their age and attention level, have them sketch their idea beforehand on a piece of scratch paper and then use another piece of paper or a canvas for their final draft. Depending also on the attention and interest level of students, this can be a project that is worked on a little at a time throughout the week.

Material suggestions:

- Scrap paper for sketches
- A canvas or big piece of paper (big is better, like 9x13 inches)
- Paints (acrylic, watercolor, or tempura) or
- Crayons or colored pencils



Connect

Every culture around the world has traditions and methods for harvesting food and preserving it for later. Hunters dry or freeze their meat, people pick berries to make into jams or jellies, and gardeners and all sorts of people ferment vegetables and other foods to preserve them (and make them taste delicious!).

For this activity, have students choose a culture or region of the world they are interested in learning more about and research the foods eaten by the people of that culture/region and how they prepare (cook) and preserve them (save them for winter or for later). Students can use the worksheet on the next page to guide them, or you can copy these questions onto a sheet where they're easier to answer.

As an alternative activity (and also good for younger learners who research might be harder for), take the opportunity to gather some local knowledge. Do you know someone who picks berries or grows a vegetable garden? Or someone that cans or smokes fish? Have students call up someone they know (a grandparent, neighbor, friend, teacher, etc.) and learn about a their experience with harvesting or gardening! Below are some prompts that can get students started. Have them write their answers (or write them together) and refer back to them during their "interview."

Someone I know who grows or harvests food is...

Some kinds of foods that they grow or harvest are...

Three things I am wondering about what they do are...

1.

2.

3.

Connect, Continued

Food Exploration Worksheet

The culture or region of the world I would like to learn more about is:

Some foods that are grown, harvested, or eaten by people of this region or culture are: (Circle any that are harvested from the wild and underline ones that are grown in a farm or garden, or animals raised by people.)

Some ways that they preserve food (save it for later or for winter) are:

One traditional dish or recipe from this region/culture is: (Describe what it is made out of and how it is prepared.)

Nourish

Recipe for Lowbush Cranberry Muffins

Lowbush cranberries, also called lingonberries, are a delicious and tart berry that likes to grow in alpine and tundra areas in the late summer/fall. These muffins are a great way to taste a new berry, as they are sweet and yummy and the berries provide little pops of flavor. Add more berries if you like or try this recipe with different berries like blueberries or currants. If your harvest brought you garden goodies like carrots or zucchini instead of berries, try looking up a muffin recipe that incorporates those yummy ingredients instead. Happy baking! **Makes ~12 Muffins**



You Will Need

3/4 cup lowbush cranberries
(other berries will also work)
3/4 cup powdered sugar
2 cups flour
3 teaspoons baking powder
1/2 teaspoon salt

1/4 cup granulated sugar (white
or brown)
1 cup milk (non-dairy milk is
okay too)
1 well-beaten egg
4 tablespoons melted butter

Directions

1. Mix cranberries with powdered sugar and let stand while preparing the muffin mixture.
2. Sift remaining dry ingredients together in a separate bowl and mix.
3. Add milk, egg, and melted butter to dry ingredients. Stir together, only until the dry ingredients are moistened. (Be gentle so you don't mix too much!)
4. Gently fold the sugared cranberries into the muffin batter.
5. Pour the batter into lightly oiled muffin pans, filling each ~2/3 full.
6. Bake at 350 degrees for about 20 minutes or until the muffins tops are springy and a toothpick or knife comes out clean. Enjoy!

This recipe was adapted from a recipe for Lowbush Cranberry Muffins in *The Alaska Wild Berry Cookbook*.

Reflect and Share

Have students choose and complete one or more of the following prompts for reflecting on this week's lessons and sharing what they've learned. If you like, students can upload and share their projects and reflections with Calypso educators and other learners for feedback and for fun!

Writing and Reflection Prompts

- Write your own story about a berry picking misadventure, real or fiction (made-up). (Think about *Blueberries for Sal* or *Blueberry Shoe* for inspiration.)
- Write a comic from the perspective of a berry or other fruit or vegetable being picked (and eaten?!).
- Make a short video of yourself showing how to respectfully harvest berries or other foods and giving some tips to others.
- Draw a picture representing one new thing you learned this week.

Other Ways to Share

- Share the art you made about your dream garden or berry patch. Post a picture of it to the learner's group for other people to see!
- Share your favorite food recipe with the group. Bonus if it uses local or harvested foods!
- Share a picture of yourself on this week's outdoor adventure or a picture of where you went or something you saw there.
- Make a cooking show style video of you making this week's recipe.



Plant and Animal Life Cycle Drawings

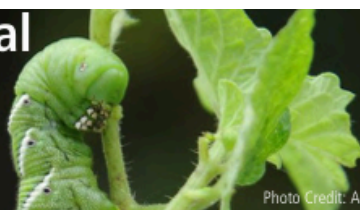


Photo Credit: Arne Heijenga

Grade Levels 3-5

Overview

Instead of the traditional circle-shaped life cycle drawings that you see in many books, this activity shows you a way to have your group/class use their species observations to draw a life cycle for one or more species. For this exercise, the drawing is stretched out in a line and matched to the dates on a calendar year. (If you aren't able to observe all phenophases, you can estimate, based on guidebook information).

Background

Phenology is the study of the timing of life cycle events, done mostly through personal observations.

Real-world Connection

Observation skills are necessary for scientific study and are included throughout the elementary SOL standards. In addition, observation skills are necessary for all aspects of learning academically, socially, and emotionally.

Citizen Science Connection

This activity can be completed with or without a *Nature's Notebook* account. Completing it with an account can provide an opportunity to teach students about the importance of citizen science, and how their contributions help us to better understand the world around us.

Estimated Time

Two 20-30 minute class periods for preparation and planning

10-20 minutes on a weekly basis to record data on datasheets

30-40 minutes to plan and begin creating the timeline calendar

Two 30-40-minute class periods to finalize the calendar and write up summary

One 30-40-minute class period for presentation(s) of findings and group discussion

Learning Objectives

Participants will be able to:

- Students learn about the life cycles and life history of local plant and animal species.
- Students learn about the timing of individual species' life stages.
- Students practice making observations in the field and collecting and recording data.
- Students gain experience collaborating and communicating with their peers towards a common goal.

Next Generation Science Standards

LS: Life Science			
	Grades 3-5		Grade 5
3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death	5-LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
3-LS3-2	Use evidence to support the explanation that traits can be influenced by the environment		

Conducting the Activity

Materials

Resources needed

- Field materials such as flagging tape, plant markers, pens for writing, hand lenses
- Identification guides for local plant and animal species
- Science notebooks
- (optional) Computers with Internet connection
- (optional) Bird feeders and seed if you would like to observe bird phenophases
- (optional) Binoculars and digital cameras

Engage

Connect to prior knowledge

- Ask students about ways they have noticed that plants and animals change from season to season.
- Think about what they have previously learned about food webs. How do seasons affect availability of food for plants and animals?
- Discuss observation, and way that scientists observe and record the natural world.

Observing Plant Growth and Development



Grade Levels

Pre K-2

Overview

The following activity is an introductory lesson in the basics of observation skills for young children. Students will germinate seeds and observe the growth of their plants. They will learn basic plant anatomy, and about what plants need in order to grow and survive.

Background

Phenology is the study of the timing of life cycle events, done mostly through personal observations. Plants need sunlight, water, air, and soil to grow. As plants grow and develop, we can observe the changes they make from seed to flower to fruit. In order to make fruits and seeds, many plants need the help of pollinators.

Real-world Connection

Observation skills are necessary for scientific study and are included throughout elementary standards. In addition, observation skills are necessary for all aspects of learning academically, socially, and emotionally. Many of the foods that we eat are thanks to plants and pollinators.

Citizen Science Connection

Nature's Notebook is not critical to completing the activity, but can be used as a supplement to this activity.

Estimated Time

20-30 mins per day for 5 days

Learning Objectives

Participants will be able to:

- Make observations and document them
- Identify the parts of a plant and understand how those parts help a plant survive
- Understand and explain the role of pollinators

Next Generation Science Standards

LS: Life Science			
Kindergarten		Grades 1-2	
K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive	2-LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow
K-ESS3-1	Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live	2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats

Conducting the Activity

Materials

Resources needed

- Dry seeds such as peas or beans
- Plastic zipper storage bags (small)
- Paper towels
- Water
- Permanent marker
- Tape
- Nature Notebook either printed as a sheet or cut and stapled into a booklet
- Plastic cups
- Soil

Engage

Connect to prior knowledge

- Ask your students about living things and what they need to survive. Is a plant living? How do you know?
- Ask students if they have ever encountered seeds before. Do they know what seeds are for?
- Discuss observation, and what senses we use to make observations
- Discuss the parts of a plant (roots, stems, leaves, flowers, fruits). And how each part is used to help a plant get food and water.

Resource created by:

Samantha Brewer,
Volunteer Engagement
Coordinator, USA-NPN

NOTES ON ACTIVITY

Conducting the Activity

Explore

Hands-on learning

1. The night before you begin the activity, submerge the seeds in water. Leave them in the water overnight, and drain them before beginning the activity.
2. Give each student 1 plastic zipper bag, 1 paper towel, 1 permanent marker, 1 nature notebook, and 5-10 seeds.
3. Have each student write their name on the bag in permanent marker.
4. Dampen the paper towel, fold it, and place it inside the bag.
5. Place the seeds on one side of the paper towel inside of the bag. Lightly press the seeds into the paper towel. Close and seal the bag.
6. Hang the sealed bags in a window using tape and/or string, making sure that the seeds are visible from inside the classroom.
7. On Day 1 of their nature notebook, have the students illustrate what the seeds look like. Label any parts of a plant that they can identify.
8. Have the students make observations daily for 5 days. Each day they should draw what the seeds and sprouts look like, and identify parts of the plant that they see growing.
9. On the fifth day, give each student a plastic cup with soil so that they can plant their seeds. Discuss what plants need in order to survive.
10. Students may bring their seedlings home and place them in a windowsill, or keep them in class to continue to observe the plant growth and development. Both peas and beans can grow flowers and fruits.

Explain

Listening and communicating understanding

- Discuss what plants need in order to survive - sunlight, water, and soil with nutrients
- Discuss how the parts of the plant help it to get what it needs to survive.
- Discuss how plants make fruits and seeds with pollination. Plants need animals (pollinators) so that they can make seeds.

Extend

Group projects, real world connections

1. Go outside and see what parts of a plant students can identify. How do these parts look different in different plants?
2. If you continue to grow your seeds in class they will grow flowers! students can pollinate the flowers with q-tip, and then see the fruits grow. Many of the fruits and vegetables that we eat rely on pollinators to survive. What can we do to help pollinators?

Evaluate

Summarize, check for understanding, assess

- The nature notebook can assess their observation skills
- Use the supplemental worksheets to enhance the lessons
- Have the students share their observations with each other
- Share any questions the students may have

My Nature Notebook Name_____	Day 1
Day 2	Day 3
Day 4	Day 5

What do plants need?

Color the picture. Plants need water, soil, air and sunlight to grow.



Name _____

www.cleverlearner.com

What do plants need to grow?

Color the pictures. Match each picture with the correct word



sun



air



soil



water

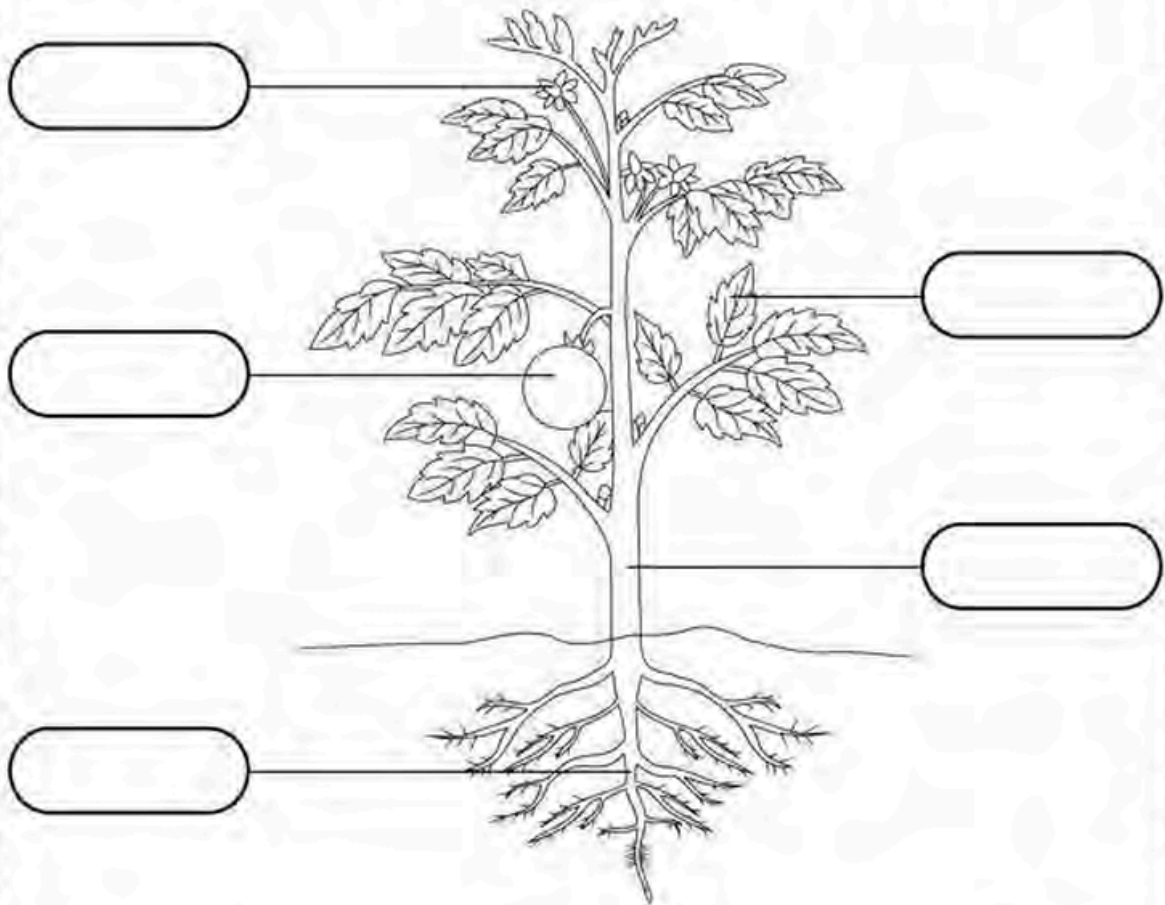
Name _____

www.cleverlearner.com

Name: _____

Date: _____

Label the **Parts of a Plant**



Word Box

Flower

Fruit

Stem

Leaf

Root

Name _____

Sort the words into the correct box.

Plant Parts

Plant Needs



seeds

sunlight

leaves

water

fruit

flower

air

soil

stem

roots

Nikki Sabiston teachinginprogress.blogspot.com

Appendix G.
Equal and Bias-Free Access for Eligible Students

Waitlist Procedures:

Once all seats are filled, remaining applicants will be placed on a wait list in the same order of prioritization as their application timestamp. Families will be notified of their waitlist status and contacted should a seat become available.

The STEAD school will require the same documentation as the Fairbanks North Star Borough School District as well as parent acknowledgement of rights and responsibilities.

Non-discrimination Clause:

The STEAD charter school admits students of any race, color, national origin, gender, religion, sexual orientation and disability and does not discriminate in its educational programs, activities, or employment practices.

Appendix H

Student Recruitment Plan

The HomeSTEAD Charter School will actively recruit students through a mix of community events, media outreach, and partnerships.

Community Events: Host family-friendly and educational events such as our Halloween Carnival, Christmas Sugar Plum Bazaar, and science fairs to engage families and showcase our S.T.E.A.D. focus.

Print & Broadcast Media: Advertise in the Fairbanks Daily News-Miner and run local radio spots to reach families across the Fairbanks North Star Borough.

Digital Outreach: Use social media platforms and targeted online ads to promote enrollment, highlight student projects, and share event updates.

Community Partnerships: Work with local organizations and encourage word-of-mouth referrals from families to strengthen recruitment efforts.

This multifaceted approach ensures strong visibility, broad community engagement, and sustained enrollment growth.

Retention Plan:

The HomeSTEAD Charter School is committed to creating a supportive and engaging learning environment that encourages families to remain with us year after year. Our retention strategy focuses on building strong relationships, clear communication, and meaningful student experiences.

Family Engagement: Host seasonal events (Carnival, Sugar Plum Bazaar, science showcases) that bring families into the school community and strengthen connections.

Student-Centered Learning: Offer hands-on, project-based S.T.E.A.D. curriculum that keeps students excited, challenged, and invested in their education.

Communication & Support: Provide regular updates to families through newsletters, social media, and meetings, ensuring transparency and responsiveness to student needs.

Clubs & Enrichment: Maintain after-school clubs, academic fairs, and community activities that give students opportunities to explore interests beyond the classroom.

Partnerships & Opportunities: Leverage local partnerships (e.g., OneTree Alaska, Soil & Water Conservation District, Alaska Farm Bureau) to create unique learning experiences that families value.

This approach fosters trust, engagement, and pride in our school, leading to strong student retention and long-term success

Families will be required to complete an orientation prior to admission to the STEAD school. Families will need to read and sign off on the family and student handbook, and also complete the family commitment form listed below:

TheHomeSTEAD Charter School

2026-2027 Family Commitment Form

At The HomeSTEAD Charter School, we believe that education is a partnership between families, teachers, students, and the wider community. Our mission emphasizes science, technology, engineering, agriculture, and design (STEAD) while grounding learning in homestead values, sustainability, project-based experiences, and community stewardship.

Family participation is essential to cultivating a thriving school culture. By signing this form, families affirm their commitment to supporting the mission, vision, and philosophy of our school.

Family/Parent Commitments

(Please initial each line to demonstrate understanding)

☐ *I understand that The HomeSTEAD Charter School depends on parent and community involvement. I understand that I am encouraged to volunteer in support of my student(s), classrooms, projects, events, or operations.*

☐ *I have read all admissions information, and I will read and follow the Parent Handbook provided by the school.*

☐ *I know that I have access to the school's charter and mission documents, and I will take time to understand the vision, curriculum, and philosophy that guide our community.*

☐ *I am aware that screen time and technology use are limited in the younger grades to support creativity, focus, and child development. Higher technology use begins in later grades, focusing on necessary life skills, innovation, and design.*

☐ *I understand that the school may ask families to contribute a modest supply fee to support classroom and project-based learning. Financial assistance will be available to ensure that all students can participate fully.*

_____ *I am responsible for transportation to and from school each day, including early dismissal on Fridays.*

_____ *I understand that the school follows a project-based, STEAD-aligned curriculum that meets or exceeds Alaska State Standards, though pacing and methods may differ from traditional schools.*

_____ *I understand that progress reports may take the form of narratives, rubrics, and portfolios in the lower grades, with traditional grading introduced gradually beginning in 6th grade.*

_____ *I will make every effort to attend parent nights, family workdays, and school events, knowing that these gatherings enrich my child's education and strengthen our community.*

_____ *I understand that while The HomeSTEAD Charter School is committed to supporting every learner, some specialized services available in larger schools may not be offered here.*

_____ *I recognize that this school is a school of choice. If I find that the values and policies of the school are not the right fit for my child(ren), I will work with staff to explore other educational options that may better serve my family.*

Acknowledgment

By signing below, I affirm that I have read and understood the commitments above. I agree to partner with the staff, students, and families of The HomeSTEAD Charter School to create a supportive, innovative, and thriving learning environment.

Parent/Guardian Signature

Printed Name

Date

Appendix I Budget

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	HomeSTEAD Charter School Budget Purposal												
2													
3	Student Enrollment						100 Students	\$1,298,310					
4													
5	Personnel Report - FTE by Position												
6													
7	Certified						Proposed Personnel 26/27	Salary	Benefits	Total			
8		*Charter School HomeSTEAD Lead teacher supervising 6fte at \$3000 extra					1.00	\$90,000.00	\$34,000.00	\$127,000.00			
9		*Charter School K-8 Teacher on Leadership Team					1.00	\$90,000.00	\$34,000.00	\$124,000.00			
10		Charter School K-8 Teacher					4.00	\$352,000.00	\$136,000.00	\$488,000.00			
11		*Charter School Physical Education Teacher					0.00	\$0.00	\$0.00	\$0.00	Position cut due to funding		
12		*Charter School Special Education Teacher					0.50	\$44,000.00	\$0.00	\$44,000.00			
13													
14	Principals												
15		Charter School School Principal					0.00	\$0.00	\$0.00	\$0.00	Position Cut due to funding		
16													
17	Support												
18		Custodian					1.00	\$53,000.00	\$31,748.00	\$84,748.00			
19		Secretary General AM					1.00	\$61,000.00	\$18,000.00	\$79,000.00			
20		Administrative Secretary - Charter					0.00	\$0.00	\$0.00	\$0.00			
21		Kindergarten Aide					1.00	\$33,000.00	\$18,000.00	\$51,000.00			
22		Title One Aids (35k+18k)					0.00	\$0.00	\$0.00	\$0.00			
23		Title One Tutor Grade 6 (approx \$24/Hour) (49,920+18000)					0.00	\$0.00	\$0.00	\$0.00			
24		Teacher Aide					1.00	\$30,000.00	\$18,000.00	\$48,000.00			
25		Teacher Aide Part-time					1.00	\$30,000.00		\$30,000.00			
26	TOTAL PERSONNEL						11.50						
27													
28													
29	Revenue and Allocations to Budget Center												
30													
31	District Allocations						Proposed Budget 26/27						
32		Charter School Allocations					\$1,298,310.00						
33		Supplemental Charter Revenue Allocation(one time state grant)											
34		Certified Substitute Allocation					\$0.00						
35		Certified Substitute Benefit					\$0.00						
36		Certified Substitute Allocation Factor				\$19,000.00							
37		Substitute & Temporary Benefit Rates				8.55%							
38	Total District Allocations						\$1,298,310.00						
39	% of Revenue and Allocations to Budget Center						100.00%						
40													
41	Title 1 Funds?						0						
42	Expenditures												
43													
44	Staffing						Proposed Budget 26/27						
45	Certified						\$780,000.00						
46		Certificated Salary				\$576,000.00							
47		Certificated FTE				6.50							
48		Certificated Total Benefits				\$204,000.00							
49													
50	Support						\$292,748.00						
51		Support Salary				\$207,000.00							
52		Support FTE				5.00							
53		Support Total Benefits				\$85,748.00							
54													
55	Principals						\$0.00						
56		Principals Salary				\$0.00							
57		Principals FTE				0.00							
58		Principals Total Benefits				\$0.00							
59	Total FTE						11.50						
60	Total Staffing						\$1,072,748.00						
61	% of Expenditures						82.63%						
62													
63	Other Staffing						Proposed Budget 26/27						
64	Extra Duty - Certificated						\$0.00						
65		Extra Duty - Certificated Salary				\$0.00							
66		Extra Duty - Certificated Total Benefits				\$0.00							
67	Extra Duty - Classified						\$0.00						
68		Extra Duty - Classified Salary				\$0.00							
69		Extra Duty - Classified Total Benefits				\$0.00							
70	Substitutes for Certified						\$14,000.00						
71		Substitutes for Certified Salary				\$14,000.00							
72		Substitutes for Certified Total Benefits				\$0.00							
73	Total Other Staffing						\$14,000.00						
74	% of Expenditures						1.08%						
75													
76	Purchased Services						Proposed Budget 26/27						
77		Professional & Technical Services					\$1,000.00						
78		Transportation for IEP services					\$0.00						
79		Snow salt/Snow Melt for Sidewalks					\$200.00						
80		Gravel for parking lot safety					\$75.00						
81		Snow Removal					\$10,000.00						
82		Transportation/Enrichment					\$0.00						
83		Food Service Trainings & Cards					\$400.00						
84		Copier					\$4,000.00						
85		Internet					\$3,800.00						
86		Water/sewer (included in lease \$1737)					\$0.00						
87		Garbage					\$2,400.00						
88		Fuel for 4-wheeler					\$200.00						
89		kitchen equipment maintenance and replacement fund					\$1,000.00						
90		4 wheeler maintenance					\$100.00						
91		Microwaves for Classrooms					\$0.00						
92		Kitchen Equipment					\$0.00						
93		One Time cost snow removal equipment atv					\$0.00						
94		Cleaning supplies and PPE					\$1,000.00						

	A	B	C	D	E	F	G	H	I	J	K	L
75												
76	Purchased Services					Proposed Budget 26/27						
77	Professional & Technical Services						\$1,000.00					
78	Transportation for IEP services						\$0.00					
79	Snow salt/Snow Melt for Sidewalks						\$200.00					
80	Gravel for parking lot safety						\$75.00					
81	Snow Removal						\$10,000.00					
82	Transportation/Enrichment						\$0.00					
83	Food Service Trainings & Cards						\$400.00					
84	Copier						\$4,000.00					
85	Internet						\$3,800.00					
86	Water/sewer (included in lease \$1737)						\$0.00					
87	Garbage						\$2,400.00					
88	Fuel for 4-wheeler						\$200.00					
89	kitchen equipment maintenance and replacement fund						\$1,000.00					
90	4 wheeler maintenance						\$100.00					
91	Microwaves for Classrooms						\$0.00					
92	Kitchen Equipment						\$0.00					
93	One Time cost snow removal equipment atv						\$0.00					
94	Cleaning supplies and PPE						\$1,000.00					
95	Cafeteria Disposables						\$1,400.00					
96	Consumables: Toilet Paper, Paper towels, Handsoap, trash bags etc.						\$6,000.00					
97	Insurance						\$5,000.00					
98	Lease					<	\$144,287.00					
99	Total Purchased Services						\$180,862.00					
100	% of Expenditures						13.93%					
101												
102	Supplies & Materials					Proposed Budget 26/27						
103	*Curriculum Mat: Calypso 1600, Singapore \$7500, ELA (whit & wisdom Est						\$12,100.00					
104	Supplies for classes (5 classrooms)						\$0.00					
105	Literacy Materials (Move to one time Grant)						\$0.00					
106	*Technology replacement and repair						\$600.00					
107	Educator Laptops (apply for costco Grant)						\$8,000.00					
108	Teacher Training for curriculum (one time Grant \$1500)						\$500.00					
109	Athletics Equipment						\$0.00					
110	Furniture						\$0.00					
111	Lab activities Supplies						\$2,500.00					
112	Project based learning supplies						\$0.00					
113	Kindergarten Classroom enrichment fund (play based learning resources)						\$0.00					
114	Teacher retirement stipend						\$0.00					
115	Classroom and office equipment						\$3,000.00					
116	Total Supplies & Materials						\$26,700.00					
117	% of Expenditures						2.06%					
118												
119	Student Aid (Services, Food insecurity response, Crisis Support, school supplies)						\$1,000.00					
120	% of Expenditures						0.08%					
121												
122	Building Minor Maintenance						\$3,000.00					
123	Added to Emergency Fund Balance						\$3,000.00					
124	% of Expenditures						0.23%					
125												
126	Total Expenditures						\$1,298,310.00					
127	% of Total Expenditures						100.00%					
128												
129												
130	Summary											
131												
132						Proposed Budget 26/27						
133	Total Revenues and Allocations to Budget						\$1,298,310.00					
134	Total Expenditures						\$1,298,310.00					
135	Variance						\$0.00					
136	% of Variance						0.00%					
137												
138												
139	Notes *											
140	*Charter School HomeSTEAD class/LEAD Teacher: We cant use our original candidate due to retired candidate and half time positon not allowed per district.											
141	*Charter School K-8 LEAD Teacher: Would like 2 experienced educators so it is more of a collaborative position and balanced workload											
142	*Charter School Physical Education Teacher cut due to funding											
143	*Charter School Special Education Teacher: half time only must do own sped clerk duties											
144	*Utilities and building rentals: We are currently in neociations with BEST Homeschooling to share the building/utility costs and these costs will not exceed \$100,000 on the Charter's side.											
145	*Curriculum: Based on a list of suggested curriculum											
146	*Technology: 30 refurbished Chrombooks for Computer Lab (\$9000), 8 Staff Mid-Spec laptops New (\$8,000+)											
147	*BEST is currently covering custodial work.											
148												
149	Wit and Wisdom educator training is \$105 per person for 6-hr sessions \$55 per person for 3 hour session.											
150												
151	4% to district is 45,580											
152												
153												
154												
155												