INITIAL
Charter School
APPLICATION
for

Pearl Creek STEAM Charter School

FY 2026

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.**

Once the application form is completed, please submit an electronic copy via email to Don Enoch at 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.

Table of Contents

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)*

Pearl Creek STEAM Charter School (PCSC) is a proposed 352-student K-6 elementary school with an emphasis on the integration of science, technology, engineering, arts, and mathematics (STEAM) through an interdisciplinary and inquiry-based approach. The STEAM education model is an approach to learning that integrates these disciplines as access points for guiding student inquiry, dialogue, and critical thinking, creating a holistic and interdisciplinary approach to learning. There are currently no schools focusing on STEAM education in the district.

Our school is a space where every child feels valued and supported, where diverse perspectives are celebrated, and where students are empowered to be the innovative problem-solvers and stewards of tomorrow. Through hands-on outdoor learning, collaborative projects, and an intentional focus on inclusion, we strive to nurture a love of learning that lasts a lifetime.

PCSC will open as K-6 with 352 students with plans to expand. Depending on community and teacher interest we will either expand to K-8, by adding 7th grade in 2027-2028, and 8th grade in 2028-2029. Alternatively, we will remain a K-6 school but expand by adding an additional Kindergarten class each year, until each grade level has 3 classes, capping out in 2030-31 school year with 468 students.

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

To be included after approval.

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)*

The PCSC proposed contract is in Appendix B.

iv. Provide the charter schools' bylaws marked as Appendix C. *4 AAC 33.110(a)(4)*

The PCSC bylaws are included in 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)*

A list of APC members, their qualifications, and the minutes from all APC meetings are in Appendix D.

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		
Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Purpose	5	
Evidence of board approval	To be included after approval, Appendix A	
Evidence of signed contract with all required elements	See required element below (items 1-14)	
1. Description of educational program	10-25; 39-40 (Appendix B); 106-154 (Appendix F)	
2. Specific levels of achievement for the education program	20-26; 40 (Appendix B); 123-126 (Appendix F)	
3. Admissions Policy and Procedures	31-32; 40, 45 (Appendix B); 105 (Appendix E); 155-157 (Appendix G); 158-161 (Appendix H)	

Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
4. Administrative Policies	8; 40 (Appendix B); 99-105 (Appendix E)	
5. Statement of Charter funding	33-34; 42 (Appendix B); 162-164 (Appendix I)	
6. Method of accountability for receipts and expenditures	34, 43 (Appendix B), 62 (Appendix C)	
7. Location and description of facility	27-31; 43-44 (Appendix B)	
8. Name of teachers who by agreement will teach in the charter	44-45 (Appendix B)	
9. Teacher to student ratio	19; 43 (Appendix B)	
10. Number of students to be served	5; 19; 41 (Appendix B)	
11. Term of contract (not to exceed 10 years)	39,47 (Appendix B)	
12. Termination Clause	47-48 (Appendix B)	
13. Statement of state and federal law compliance	39 (Appendix B)	
14. Exemptions or requirements included in contract	48-49 (Appendix B)	
Evidence of bylaws	52-63 (Appendix C)	
Evidence of APC, including list of names/qualifications, meeting minutes	64-98 (Appendix D)	

Section 2: Organization and Administration

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 Academic Policy Committee (APC) shall provide the governance for the charter school, and the operations of the school will be carried out by the administrative staff with input, guidance, and support from the APC as outlined in detail in the Bylaws available in Appendix C. Pearl Creek STEAM Charter School (PCSC) APC will ensure compliance with the contract required under AS.14.03.255(c). The APC must comply, when applicable, with any policies and provisions of the Fairbanks North Star Borough School District (FNSBSD) relating to charter schools, the Fairbanks Education Association (FEA), Alaska State Statutes pertaining to charter schools, and the Educational Support Staff Association (ESSA). When in doubt regarding any provisions or responsibilities under any applicable provision, law, or union contract, the APC will consult with the FNSBSD, FEA, ESSA, or State of Alaska (SOA).

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

The Parent Handbook is included as Appendix E, which includes the administrative policy manual.

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 will meet monthly, and parents will be welcomed and encouraged to attend, participate, and provide feedback. Administration and staff will remain in consistent communication with parents and provide avenues for parents to communicate and provide feedback in the Parent Handbook available as Appendix E. Pearl Creek STEAM Charter School will utilize the FNSBSD Parent Input Survey and Principal Survey, hold biweekly staff meetings, and utilize the AKSTEPP for setting goals and evaluating progress.

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 will host an annual All School Meeting for parents and teachers in the first month of each new school year to report on progress toward APC goals. In addition to this large annual meeting, parents are welcomed and encouraged to attend monthly APC meetings.

v. Provide a description of the school schedule and calendar. *4 AAC 33.110(a)(9)*

PCSC will follow the FNSBSD calendar. The 2026-27 calendar is not yet announced.

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)*

PCSC, as a charter school, offers school choice to the community. Students who do not wish to attend PCSC may attend their neighborhood school or another school of choice.

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		
Section 2	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of administrative oversight	8; 40-41 (Appendix B); 53-57 (Appendix C); 99-105 (Appendix E)	
Evidence of written administrative policy manual	8; 99-105 (Appendix E)	
Description of regular parent and teacher contacts for continuous improvement	8;9; 58-59 (Appendix C)	
Description of APC meeting(s) to monitor progress	9; 58 (Appendix C); 66-76 Appendix D)	
Description of school schedule and calendar	9; 14; 41-42 (Appendix B)	
Alternative options for students if no other educational program exists	9	

Section 3: Educational Program and Student Achievement

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)*

Mission

Pearl Creek STEAM Charter School students will engage in interdisciplinary project- and place-based learning and use critical thinking, creativity, and innovation to solve real-world problems and develop the confidence and skills necessary for a technologically advanced future for our community, Alaska, and beyond. By fostering strong connections with local experts, environments, and traditions, our students both learn from and contribute to the community, creating a reciprocal relationship that strengthens their sense of belonging and responsibility. Our mission is to continue to deliver our high standard of core reading, writing and math content areas, and weave STEAM throughout these subject areas. Our staff will integrate multidisciplinary teaching.

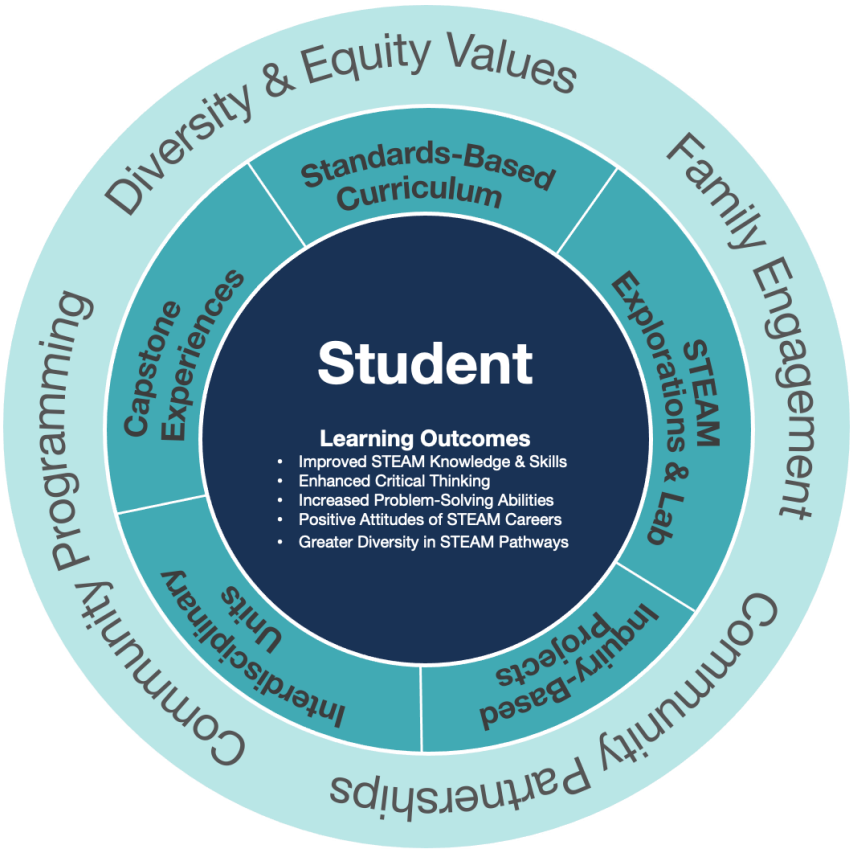

Figure 1. The Pearl Creek STEAM Charter School Learning Model.

The key elements of the Pearl Creek STEAM Charter center student learning outcomes from a STEAM model. The innovative program structure surrounds and supports the learning, and includes core curriculum, daily STEAM Explorations and Friday Labs, inquiry-based projects on real-world community problems, interdisciplinary units, and capstone experiences for each grade level. Surrounding the learning program structure are the foundational values and features of the charter that connects in-school with out-of-school and community. These foundational elements include the foundations for community STEAM events, the afterschool programming, the structures for ensuring diverse and equitable access to learning, and nurturing existing and future community partnerships (Figure 1).

Core + STEAM Academic Curriculum Overview

The Pearl Creek STEAM Charter School's educational plan for grades K-6 is designed to inspire innovation, deepen academic knowledge, and prepare students for future STEAM careers. By integrating Alaska's academic standards with project-based and inquiry-driven instruction, we cultivate problem solvers, innovators, and lifelong learners. The Pearl Creek STEAM Charter School's commitment to community engagement, family involvement, and continuous assessment ensures student success and the sustainability of the program.

English Language Arts (ELA) - Our ELA curriculum will be aligned with district and State of Alaska ELA Standards, and Science of Reading (SoR). It focuses on the fundamental skills of fluency, reading comprehension, writing, speaking, listening, and critical analysis. We will include targeted instruction in phonemic awareness, phonics, comprehension, vocabulary, and fluency. For K-2, we will incorporate decodable readers and authentic texts for younger students and literature circles at the older grades using the *Open Up* curriculum as a guide. The *Open Up* curriculum has a strong basis of evidence for supporting gateway skills and Science of Reading and providing teacher supports. An overview of the Open Up ELA curriculum by EL is provided in Appendix F along with the EdReports research and evaluation of the curriculum against reading program criterion and SoR Skills. In addition, we will use Heggerty Phonemic Awareness and the University of Florida Literacy Institute (UFLI) as a Structured Literacy approach to address the phonics component. To weave STEAM and ELA across the grade levels, teachers will include STEAM-related literature, technical writing, science communication, and research projects into the place-based inquiry units and daily explorations.

Mathematics - The curriculum we will use will be in tight alignment with the Alaska Mathematics Standards, and will emphasize local problem-solving, coding, data analysis, and mathematical reasoning. Our interdisciplinary STEAM units, explorations, labs and capstone experiences will always include math in the hands-on activities such as measuring and analyzing data. The capstone projects at each grade level will require the use of math skills in real-world scenarios. We will differentiate instruction based on individual needs and utilizing multi-modal learning techniques, and will utilize a walk-to-math model for differentiated instruction at levels

appropriate for individual students. We will use the *Open Up* resources as a guide and framework for math skills. The Open Up mathematics curriculum description is provided in Appendix F, along with the research-based evaluation of the curriculum from EdReports.

Science - The science instruction will follow the Next Generation Science Standards (NGSS), Alaska Science Standards and district standards. These standards will guide the topic areas grade-level STEAM exploration choice courses and the real-world problems leading up to the capstone experiences (described below). The Instructional approach includes hands-on experiments, inquiry-based learning, and collaboration with local scientists. Focus on local engineering principles, ecology, Alaskan resources, and address problems affecting our local community.

Social Studies- We teach social studies following the state and district social studies standards and Alaska Cultural Standards, which covers history, geography, civics, and cultural studies with an emphasis on Alaska Native perspectives. We explore STEAM's role in historical and societal advancements, and create the capstone focus for the year, which centers on real-world problems for our state and community.

Arts - The arts instruction encourages creative expression through digital media, visual arts, music, and performance. We will address the Alaska Arts Standards, emphasizing how to generate and carry out artistic ideas, express meaning through art, and recognize and analyze artistic works, including those from diverse cultures. It is also fully integrated into the other curriculum areas, particularly through the STEAM Exploration courses. STEAM-related art projects in the interdisciplinary units or explorations may include components such as kinetic sculptures, coding for digital design, and maintaining science journals.

Technology & Engineering - We embed technology and engineering across all subjects, using approaches such as engineering design challenges, maker space tinkering, robotics, coding, 3D printing, and digital storytelling to enhance learning experiences. Additional opportunities and projects are offered through student choice projects during the daily STEAM Exploration courses. We will address emerging technologies and issues such as practical and responsible uses of AI.

STEAM Integration - Pearl Creek Elementary STEAM Charter will innovate in STEAM integration at daily and yearly scales. Our weekly schedule will provide daily walk-to-STEAM choice "STEAM Exploration" courses for students to take deep dives into the areas of their interest (Figure 2). On Fridays, half of the school day will be dedicated to "Lab," which will allow for deeper engagement from the STEAM courses in longer experiments, tinkering, making, or field trips. Each STEAM course and lab will be tightly aligned with Next Generation of Science Standards and the FNSBSD school curriculum. Students would be given the opportunity to not only be

consumers of science and STEAM lessons, but also collectors and interpreters of data as well as engineers designing projects to solve real-world problems. We will provide professional development opportunities quarterly for staff to continue to build skills in STEAM integration, novel technologies, and current science and art trends, drawing from our extensive existing partnerships and future partners. STEAM integration key components in the curriculum design include:

- **STEAM Exploration Courses:** Daily elective-style courses that explore topics such as robotics, science, art, technology, and engineering.
- **Lab Fridays:** Half-day sessions dedicated to project-based learning, fieldwork, art, field trips, and hands-on experimentation.
- **Inquiry-Based Learning:** Encouraging students to stay curious, ask questions, and develop hypotheses to conduct investigations aligned with the NGSS.
- **Interdisciplinary Units:** Projects integrate multiple disciplines to ensure STEAM principles are embedded in core subject areas.
- **Capstone Experiences:** Each grade level focuses on a community-based, real-world problem, and leads to a culminating trip where all the learning from the year is applied to addressing the problem.

Sample detailed grade level annual thematic STEAM unit progressions, and detailed individual lesson plans are provided in Appendix F.

<u>Key Elements of our Innovative Charter Program Design</u>

Several key elements that meaningfully integrate and supplement the core curriculum make our charter school program unique. These include 1) the program structure with STEAM integration baked into the school day, afterschool program, and year, 2) family engagement, 3) community partnerships, 4) a design for equity and diversity, and 5) STEAM programs and events for the Fairbanks Community at large.

1. **Program Structure**

School Day

The Pearl Creek STEAM Charter would create a school structure that meets all SOA standards on core subjects. Homeroom teachers facilitate specific focus classes everyday in ELA and Math. It will include deep-dives into the areas of exploration by allowing students to choose their interest area by grade level. In addition, PCSC would like to create learning labs or field work experiences every Friday where the school partners with outside agencies, such as the University of Alaska Fairbanks (UAF), to bring scientists, engineers, and experts into the classroom to promote learning and deepening of knowledge (Table 1).

Table 1. Proposed school day structure with STEAM embedded in the schedule.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:15-9:30	Morning Work	Morning Work	Morning Work	Morning Work	Morning Work
9:30-10:00	Spelling/ Grammar	Spelling/ Grammar	Spelling/ Grammar	Spelling/ Grammar	Friday STEAM Exploration Lab or field Trip
10:00-10:30	Writing	Writing	Writing	Writing	
10:30-11:15	Reading	Reading	Reading	Reading	
11:15-11:45	Walk to Read	Walk to Read	Walk to Read	Walk to Read	
11:45-12:15	**RECESS**	**RECESS**	**RECESS**	**RECESS**	**RECESS**
12:20-12:50	**LUNCH**	**LUNCH**	**LUNCH**	**LUNCH**	**LUNCH**
12:50-1:30	Specials (Gym, Music, etc.))	Specials	Specials	Specials	Specials
1:30-2:10	Math	Math	Math	Math	Math
2:10-2:40	STEAM Exploration (student choice by grade level)	STEAM Exploration	STEAM Exploration	STEAM Exploration	Reading
2:40-3:10					Writing
3:10-3:40	Social Studies	Social Studies	Social Studies	Social Studies	Class Meeting
3:40-3:45	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal

Grade-Level Problem Solving and Capstone Experiences

Pearl Creek will offer capstone experiences and projects for students to participate in at the end of the academic year. Each year's learning that leads up to the Capstone Experience is framed around students learning about and contributing to the solutions for local or state real-world problems that they can use STEAM to address (Table 2). For example, Kindergarten students will explore the problem of food security in the Fairbanks community and take field trips to Calypso, the Landfill, Food Bank, and the grocery store. Students will integrate their learning throughout the unit with a design challenge and create/build and design a berry picker that does not harm the plant. The 6th grade students will explore the Kenai Peninsula and their problem of practice will be how microplastics interact with the ecosystem. In the table below, every grade level will have a capstone experience with a real-world problem to solve.

Table 2. Grade level themes, content standards, lead-up Friday "Lab" activities during the year, and culminating capstone experience with examples of STEAM activities.

Grade Level	Real-World Problem theme for grade level	Science Content Themes addressed during daily STEAM	Sample Friday "Lab" activities and field trips	Capstone Experience at the end of the year
K	**Food for our community (Food preservation)**	● **Animals** ● **Plants** ● **Earth**	● Denakkanaaga guests to prepare Traditional foods ● Calypso ● Landfill ● Food Bank ● Grocery Store ● Local Greenhouse ● Starting plants for Pearl Creek Garden ● Guest artist and Farmer Iris Sutton ● Agriculture and Horticulture ed expert with tribal food sovereignty and security info-Heidi Radar	**Fairbanks Community Exploration** **S-** From seed to plate and science of nutrition, food web, and food scavenger hunt **T-** Tools for food preparation, including Alaska Native technologies, Digital storytelling and simple machines such as a pair of tongs. **E-** Build animal habitats with recyclable materials, high tunnels, design challenge create a berry picker that limits damage to plants, food preservation **A-** Iris Sutton-inspired artwork, edible art, community cookbook **M-** Measurement of food consumed
1st	**Changing Ecosystem**	● **Animals** ● **Growth of Plants** ● **Light** ● **Similarities and Differences** ● **Sound** ● **Communicating over long distances**	● Bird migration ● Morris Thompson ● GLOBE Green Down ● UAF museum ● One Tree ● Large Animal Research Station ● Visits from Guest Scientists from UAF	**Creamer's Field Trips** **S-** How and where do birds migrate that we see at Creamer's Field? **T-** How different banding stations tie data together, how radio telemetry and satellite tags work **E-** Bird banding nets design challenge **A-** Designing a songbird habitat, learning traditional cultural stories of Alaskan birds **M-** Measurement of temperature, timeline, measurement of weight, counting
2nd	**Infrastructure and Resources of our local community**	● **States of Matter** ● **Changes of the Earth** ● **Plant Pollination**	● UAF Science of Fire ● Fossils ● Rocks and Minerals of Alaska ● Creamer's Field ● Antique auto museum ● Botanical Garden ● UAF Fresh Eyes on Ice on the Chena River	**Fairbanks History Tour** **S-** Gold! What is gold and how is it formed and extracted? **T-** Looking at how technology changes over time **E-** Rebuilding bridges, Maps **A-** Theatrical Performance of The Fairbanks History Play

				M- Use addition and subtraction to investigate how population and costs of common items has changed through time
3rd	**Alaska Outdoor Skills and Emergency preparedness for our family, pets, and community**	● **Habitats and Life Cycles** ● **Fossils** ● **Environmental Changes** ● **Motion** ● **Climates of the World** ● **Electricity Magnets**	● Survival Shelter building ● How to build a fire ● Eastern Alaska Range Avalanche Center ● Black Rapids ● Smoke jumpers ● Coffee can survival kit ● Animal safety ● Water Safety ● Bering land bridge preserve ● Basic 1st aid ● How to fish ● Animal Shelter	**Twin Bears Trip** *Students are given a survival scenario and have to walk through the different tasks to survive.* **S-** How do environmental changes influence our safety? **T-** Using a gps to track routes **E-** Building a sturdy survival shelter **A-** Fly tying & nature drawing and field journaling **M-** Studying the body temperature and rates of hypothermia
4th	**Energy Solutions for Alaska**	● **States of Matter**	● GVEA jobs guest speaker ● UAF Power Plant ● Poker Flats Field Trip ● Renewable Energy Systems ● Interior Gas and Power ● Building snap circuits ● Guest visit from Alaska Center for Energy and Power ● Kid-Wind Challenge ● REAP Energy Pledge Challenge	**Lost Lake Trip** **S-** How is energy produced by the environment? **T-** Use infrared thermometer to measure temperature of solar cooker **E-** Design challenge to design a solar cooker for making s'mores or other camp food; design a water craft that uses alternate energy to propel across **A-** Create public mural encouraging energy conservation **M-** Calculate how much energy is produced by their devices, and compare between the different designs.
5th	**Using systems-thinking to plan for the future**	● **Biomes** ● **Ecosystems (Chemical and physical changes)** ● **Energy flow** ● **Matter** ● **Forces and Newton's laws**	● Fish and Game Lifecycles ● Game Management w/ Herds ● Future scenarios storytelling ● Using fiction writing and art to imagine possible futures with UAF artists ● Visit Alaska Volcano Observatory ● GLOBE Landcover investigation ● Alaska Earthquake Center ● UAF Map Center ● Alaska Cold Climate Housing	**Denali National Park Trip** **S-** How can we solve the Pretty Rock landslide road problem and plan for the future of the road? **T-** Using UAV/Drone or GIS technology to make maps of the landslides in Denali Park **E-** Design a new bridge **A-** Nature journals, pressed flora, painting with sediments **M-** Investigate the math behind building bridges
6th	**The problem of plastics in the**	● **Science-** ● **Circulation of**	● FNSB Recycling Center field trip	**Kenai Peninsula Exploration**

	environment	**Earth's Air and Water** ● **Weather and Climate** ● **Resources and Earth's Systems** ● **Human Impact on Earth Systems** ● **Health impacts of plastics**	● Landfill Field Trip ● Micro-plastics lab testing local water sources ● Inventory of plastics used in 1 week at the school ● 3D Printing Labs ● Setting up a recycled filament program for 3-D printers ● Visit by Alpine Medical Clinic to discuss health impacts of plastics and medical careers	**S-** GLOBE Investigation on ocean hydrology and microplastics samples. **T-** Create a film to show the effects of microplastics in the ocean. **E-** Come up with ideas to remove/reduce plastics from the ocean. **A-** Use recycled plastic materials to create art. **M-** Graph and interpret data they collect on microplastics and hydrology

After-school Programming

Pearl Creek STEAM Charter parents, teachers and community partners provide quarterly after-school clubs. The programming of these clubs changes each quarter to match the seasons and instructor availability. These come at a small cost ($0-25) to parent(s) or guardian(s) and provide after-school care in which students have time to learn new skills and hobbies, scholarships offered if needed. These are very popular programs and often fill entirely within minutes. An example of an existing after-school enrichment program schedule can be seen in Table 3.

Table 3. Sample After-School Enrichment Schedule for the Year

	1st Quarter	***2nd Quarter***	***3rd Quarter***	***4th Quarter***
M	Nature Art Club (grades K-6)	Lego Club (grades K-6)	NASA Science Club (grades 4-6)	Sewing Club (grades 4-6)
T	Running Club (grades K-6)	Advanced Basketball Club (grades 3-6)	Hockey Club (grades K-6)	Arts and Crafts Club (grades K-3)
W	Soccer Club (grades 4-6)	Beginning Basketball Club (grades K-3)	Ball Sports Club (grades K-6)	Soccer Club (grades K-3)
	Maker Space Club (grades 4-6)	Battle of the Books (grades 3-6)	Battle of the Books (grades 3-6)	Improv Comedy Club (grades 4-6)
W	Knitting Club (grades 4-6)	Beginning Ski Club (grades K-3)	Beginning Ski Club (grades K-3)	NASA Science Club (grades K-3)

	Wildlife of Alaska (grades K-3)	Advanced Ski Club (grades 4-6)	Advanced Ski Club (grades 4-6)	Wildlife of Alaska (grades 4-6)
Th	Community Service Club (grades K-3)	Community Service Club (grades 4-6)	Community Service Club (grades K-3)	Community Service Club (grades 4-6)
F	Alaskan Culture and Traditions Club (grades K-3)	Cooking Club (grade 4-6)	Alaskan Culture and Traditions Club (grades 4-6)	Cooking Club (grade K-3)

2. Family Engagement

Our current STEAM programming draws on strong parent involvement for facilitating our annual STEAM night, our annual STEAM student project fair, aiding in field trips and classroom projects, and facilitating many of our after-school clubs. On average, parent and community volunteers will operate 6-8 after-school clubs each quarter. At the core of our family engagement strategy is strong communication with our families. Our Facebook page and website are well-visited, and we maintain weekly communication newsletters from both the principal and each individual teacher. Pearl Creek's STEAM Parent Teacher Organization (PTO) and APC are also a strong network for family, teacher, and administrator engagement, and our PTO has historically been successful at fundraising toward school goals.

3. Community Partnerships

We build on a decades-long strength in community STEAM partnerships. In addition to leveraging the cost-efficiency of the many thousands of dollars of in-kind support from these partners, we will have an advisory council of parents, teachers, and community stakeholders (FNSBSD leaders, STEAM program providers in the Fairbanks area, and STEAM workforce sector representatives) to help guide our program development and ensure it meets the workforce and education needs of our community. Pearl Creek STEAM Charter will continue the long-standing relationships with UAF and other organizations that will further develop, providing students with a robust academic experience. Examples of existing partnerships between the prospective teachers of Pearl Creek STEAM School and community STEAM organizations include, but are not limited to: the Permafrost Tunnel, U.S. Fish & Wildlife Service, Fairbanks Arts Association, AK Department of Natural Resources, City of Fairbanks (Stormwater Pollution), GLOBE, Renewable Energy Alaska Project, Project One Tree, Calypso Farm and Ecology Center, BLM Alaska Fire Service, and the UAF Volcanology Department.

4. Design for Diversity and Equity

The Pearl Creek STEAM Charter model seeks to increase area-wide access to the rich STEAM programming our school provides and the new structural components we plan to innovate, should this proposal be successful. Curriculum, enrichment activities, family engagement and community partnerships are mindfully designed around equity across race, socioeconomic status, gender, culture, and ability. Notably, our after-school care through ThrivAlaska, which has been offered to the proposed charter, and after-school club program provides increased accessibility to the STEAM model for working families. Our long-standing partnership with FNA, provides Alaska Native cultural grounding and role models in STEAM practice.

The Pearl Creek STEAM Charter School is committed to providing an inclusive and supportive educational environment for all students, including those with special needs. Students with Individualized Education Programs (IEPs) or 504 plans will be admitted in accordance with state and federal laws, ensuring that all necessary accommodations are made.

5. Community STEAM Programming

Pearl Creek STEAM Charter will continue to offer Pearl Creek's outstanding Fairbanks-wide STEAM Night, which brings more than a thousand people to Pearl Creek each year. This draws on many of the existing partnerships and also allows the cultivation of new STEAM partnerships in the community. In addition to the 4th Quarter STEAM Night, we plan to offer quarterly STEAM events for the Fairbanks community, including Fall Harvest Festival (which focuses on the art and science of growing and cooking food), Winter Snow and Ice night (which focuses on citizen science programs run by UAF, ice and snow art, and winter sports), and STEAM Stories Night (which focuses on sharing art, writing, music and performances produced during STEAM Explorations from the year with the school and broader community).

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

PCSC shall maintain the following pupil-teacher ratio unless the APC and Principal approve a new ratio: 18:1 (kindergarten), 22:1 (1st-3rd grade) and 24:1 (4th-6th).

PCSC shall enroll a minimum of 150 students and a maximum of 468 students at all times, with a target of 352 students in the 2026-2027 school year. Student enrollment may be adjusted pursuant to the admissions procedures (Appendix H) if there is increased student demand to attend PCSC.

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)*

A written instructional program is included as Appendix F.

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

Special Education

The Pearl Creek STEAM Charter School is committed to providing an inclusive and supportive educational environment for all students, including those with special needs. The Pearl Creek STEAM Charter School will work collaboratively with parents, families and community agencies to develop, advocate and provide a quality educational program for students with disabilities. The school will also work to ensure that students with disabilities are provided an environment that allows them to be educated effectively and realize their maximum potential. Students with Individualized Education Programs (IEPs) or 504 plans will be admitted in accordance with state and federal laws, ensuring that all necessary accommodations are made.

Extended Learning Program (ELP)

Formerly known as the Gifted & Talented Program, the ELP is designed to create educational opportunities for students whose needs and abilities exceed those provided by the general curriculum. The ELP provides enrichment, curriculum differentiation, social and emotional support, and awareness of community opportunities for students accelerating through the general curriculum.

Multilingual Learner Program

The Multilingual Learner (ML) Program supports schools in delivering an equal educational opportunity to students who speak a language or languages other than English, who speak another language in addition to English, or who have a language other than English spoken in their home, and who are academically achieving below grade level. The program focuses on helping students gain basic interpersonal communication skills and academic language proficiency in English, while developing and maintaining a healthy cross-cultural perspective. The Pearl Creek STEAM Charter School will address multilingual learners' needs based on their ACCESS and WIDA scores.

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

Program Objectives for Pearl Creek STEAM Charter

- *Foundational STEAM Proficiency*
    - Develop early literacy in STEAM through hands-on, play-based, and inquiry-driven experiences.
    - Pearl Creek STEAM Charter School will meet state and federal benchmarks in math, reading, writing, and science.
        - Assess growth using age-appropriate AK STAR, MAP, M-Class and Alaska Science Assessment benchmarks.

        - Meet all state and federal assessment requirements associated with Federal Guidelines and Alaska READS (per AS 14.03.123).
- *Early Critical Thinking and Problem-Solving Skills*
    - Encourage curiosity and creative problem-solving through structured play, design challenges, and collaborative projects.
    - Provide regular opportunities for students to experiment, ask questions, and present their findings through age-appropriate capstone projects, classroom showcases, and presentation of weekly findings and reflections during Friday STEAM Lab Day.
- *Introduction to STEAM Careers and Real-World Connections*
    - Spark interest in STEAM fields by consistently integrating guest speakers, simple mentorship opportunities, and interactive virtual experiences.
    - Partner with the UAF to provide engaging, hands-on learning activities that connect young students with real-world applications of STEAM.
- *Equitable Access to STEAM Learning for All Young Learners*
    - Ensure all students, regardless of background or ability, have access to quality STEAM instruction through inclusive lesson design, sensory-friendly activities, and differentiated learning strategies.
    - Provide transportation assistance, quarterly after-school enrichment programs, and community support networks to make participation accessible to all families in our community.
    - Develop partnership with at least one Title I school to provide access to STEAM learning opportunities to additional students in the community.
- *Integration of Indigenous Knowledge in Early STEAM Education*
    - Introduce students to Indigenous knowledge through storytelling, nature-based learning, and hands-on projects led by Indigenous knowledge holders and elders.
    - Design activities that honor traditional ecological knowledge, emphasizing local ecosystems and sustainability.
- *Place-Based Learning to Encourage Exploration and Discovery*
    - Utilize the school's natural surroundings to immerse students in outdoor STEAM lessons, environmental education, encouraging outdoor play and hands-on exploration.
    - Integrate natural exploration such as our partnership with NASA's The GLOBE program, harvesting for food security, and build early science literacy skills.
    - Invite Title 1 partner schools to share in place-based learning opportunities utilizing the campus and resources of PCSC.
- *Family and Community Engagement in Early STEAM Education*
    - Foster strong school-family partnerships by involving parents and caregivers in STEAM nights, classroom volunteering, and school projects.
        - Family volunteering: 70% of families will volunteer at the school.
    - Provide at-home learning resources, family newsletters, and accessible communication channels to keep families informed and engaged.
    - Collaborate with engineers, scientists, artists and other specialists to discuss the relevance of their work in our Arctic environment.
    - The school has a goal of involvement by community members to equal 20% of the total teaching hours budgeted each year.
- *Age-Appropriate STEAM Learning Practices*
    - Implement STEAM choice-based learning, where students can explore topics of interest in developmentally appropriate ways, such as engaging in close observations, focus on personal meaning, conduct open exploration, designing with intention, iterations, and communicating about process and outcome.

    - Dedicate Fridays to "STEAM Lab" time, allowing students to engage in extended hands-on experiments, engineering challenges, field experiences, and collaborative art-science projects.
    - Develop mentorship skills through a knowledge exchange between peers within PCSC and with students from a sister Title I school.
- *Hands-on and Interdisciplinary STEAM Learning*
    - Use hands-on learning techniques, including games, role-playing, and interactive storytelling, to make STEAM concepts fun and engaging for young children.
    - Incorporate music, movement, and creative arts to connect STEAM subjects with students' natural curiosity and creativity.
- *Ongoing Program Evaluation and Growth*
    - Use student portfolios, teacher observations, and developmentally appropriate assessments to track student progress and engagement in STEAM.
    - Gather feedback from families, teachers, and community partners through bi-annual surveys to refine and enhance the program's effectiveness in supporting early learners.
        - Parent satisfaction: The school has a goal of having 90% of the parents agree that the school meets their children's needs per biannual survey results.
- *Stable Enrollment*
    - Excluding students who move out of the area, the school will aim for a voluntary re-enrollment rate of 80% the year after the first year, and 90% in the subsequent years.

Pearl Creek's STEAM Charter School Logic Model to Achieve Long-term Objectives

Inputs:

- **Human Resources:** All staff teaching STEAM courses, dedicated STEAM lab, guest speakers from our community, UAF and parent volunteers.
- **Financial Resources:** Fundraising through LEAF by the school for specialized equipment, field trips, and potential grants to fund STEAM programming and staffing.
- **Community Partnerships:** Collaboration with local businesses, UAF, and other community partners (please see Table 1. Existing Community Partnerships).

Activities:

- **Place-Based Learning:** Integrate the local environment, history, and community resources into the curriculum, allowing students to engage in hands-on, real-world learning experiences. Teachers will design interdisciplinary projects that connect classroom lessons to the surrounding community through field trips, partnerships with local organizations, and outdoor exploration.
- **Project-Based Learning:** Designing and implementing hands-on STEAM projects aligned with curriculum standards with a culminating capstone project/field trip specific to each grade level.
- **Inquiry-Based Instruction:** Encouraging critical thinking and problem-solving through open-ended investigations, again using the NGSS framework for science inquiry.

- **Interdisciplinary Units:** Integrating STEAM concepts across different subjects, such as math, reading, writing, and social studies. These will be delivered throughout the school day with core curriculum instruction, but focused STEAM sessions daily, and Lab Fridays.
- **Mentorship Programs:** Pairing students with community professionals and UAF college students.
- **Competitions and Exhibitions:** Participating in STEAM challenges and showcasing student work in quarterly family nights and with capstone projects.

Outputs:

- **Student-developed Prototypes:** Tangible results from design thinking projects.
- **Presentations and Portfolios:** Demonstrating acquired knowledge and skills through presentations, digital portfolios, and a capstone project specific to each grade level.
- **Increased Participation in STEAM Competitions:** Higher student involvement in external STEAM challenges, i.e. robotics competitions, science fair, and other challenges such as the National Science Bee, GLOBE Student Symposia, World Robot Olympiad, Perennial Math Tournaments, STEM Racing, Math League, and ExploraVision.
- **Community Outreach Events:** Sharing student projects and engaging the broader community in PCSC Family Nights and community events such as Food Bank participation.
- **Student Achievement Data:** Scores and improvement in AK Star Assessment Results in Science and Math, the Alaska Science Assessment.

Outcomes:

- **Improved STEAM Knowledge and Skills:** Increased student proficiency in science, technology, engineering, and math concepts, as determined by AK STAR and the Alaska Science Assessment.
- **Enhanced Critical Thinking and Problem-Solving Abilities:** Students demonstrating advanced critical thinking and problem-solving skills.
- **Positive Attitudes Towards STEAM Careers:** Students increased interest in pursuing STEAM-related fields in post-secondary education and training.
- **Greater Diversity in STEAM Pathways:** Attracting a wider range of students to pursue STEAM careers and participation in Kids2College work through UAF.

Important Considerations:

- **Data Collection:** Utilize the AK Star Assessment Results in Science and Math, the Alaska Science Assessment, student surveys, FNSBSD School Climate data and participation rates in STEAM activities.
- **Continuous Improvement:** Evaluate biannually the effectiveness of the program and make adjustments based on data analysis as well as parent and student feedback.
- **Stakeholder Engagement:** Involve parents, community members, and community partners in the design and implementation of the STEAM Charter program.

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 K-6 Pearl Creek STEAM Charter School will implement a comprehensive assessment system that includes SOA-mandated assessments as well as additional measures to evaluate student growth in core subjects and STEAM competencies. These assessments will ensure students develop foundational academic skills while engaging in hands-on, inquiry-based learning experiences.

1. Assessments Required by State Law (4 AAC 33.110(a)(5))

As required by 4 AAC 33.110(a)(5), our school will administer all state-mandated assessments, including:

- *Alaska System of Academic Readiness (AK STAR)***:** Standardized assessments in English Language Arts (ELA) and Mathematics for students in grades 3-6 to measure proficiency in state standards.
- *Alaska Science Assessment***:** Administered in grade 5 to evaluate students' understanding of scientific concepts aligned with state standards.
- *English Language Proficiency Assessment (ACCESS for ELLs)***:** Required for students identified as English language learners (ELL) to measure language acquisition and proficiency.
- *Alaska Developmental Profile (ADP)***:** Used to assess incoming kindergarteners' readiness in early literacy, numeracy, and social-emotional skills.
- *Interim and Benchmark Assessments:* Additional state-required or district-adopted measures to monitor progress throughout the year.

2. Performance-Based Assessments

Young learners thrive when given opportunities to apply their knowledge in meaningful ways. The Pearl Creek STEAM Charter School performance-based assessments will include:

- *STEAM Exploration Projects:* Students will engage in age-appropriate engineering and science challenges, such as designing bridges with building blocks or creating simple circuits, assessed through observation and student reflections.
- *Hands-on Math & Science Tasks:* Teachers will assess problem-solving skills through real-world applications, such as measuring objects in nature, experimenting with basic physics concepts, or using manipulatives to demonstrate mathematical thinking.
- *Thematic Art & Design Activities:* Students will integrate creative expression with science and math, such as designing geometric patterns or illustrating scientific processes.

3. Portfolio Assessments

Students will maintain learning portfolios to document growth in core subjects and STEAM areas. Portfolios will include:

- *Drawings and Models:* Illustrations of scientific observations, engineering blueprints, and art projects.
- *Reflections and Journals:* Age-appropriate writing or dictation about learning experiences, problem-solving steps, and discoveries.

- *Teacher and Peer Feedback:* Structured, developmentally appropriate feedback on creativity, effort, and skill development.

4. Competency-Based Assessments

To ensure students' progress at their own pace and master foundational concepts, PCSC will utilize:

- *Play-Based and Interactive Assessments:* Observing how students use logic and reasoning in structured play, puzzles, coding games, and hands-on experiments.
- *Small-Group and One-on-One Demonstrations:* Teachers will assess skills through direct observation, discussions, and guided activities.
- *STEAM Skill Checkpoints:* Short, hands-on tasks where students demonstrate their understanding, such as categorizing materials by properties, sequencing steps in an experiment, or coding a simple command sequence with block coding tools.

5. Exhibition and Demonstration of Learning

Students will participate in STEAM Showcases each semester, where they share their learning with families and the community. These showcases will include:

- *STEAM Fair Projects:* Students will work on simple inquiry-based projects, such as growing plants in different conditions or building basic structures.
- *Classroom Demonstrations:* Kindergarteners might show how they mix colors, while older students might present group robotics projects.
- *Family STEAM Nights:* Interactive events where students guide parents through hands-on learning stations, reinforcing communication skills and confidence.

6. Teacher-Developed Formative Assessments

Teachers will integrate frequent, informal assessments to gauge learning in a low-pressure environment, including:

- *Observation and Checklists:* Tracking student progress in key areas like problem-solving, collaboration, and creativity.
- *Exit Tickets and Draw-and-Tell Activities:* Quick, simple responses to gauge understanding, such as drawing a concept they learned or explaining an idea in their own words.
- *Self and Peer Reflections:* Using simple tools like "thumbs-up/thumbs-to-the-side" or sticker charts to help students assess their own learning and support one another.

By using these assessment mechanisms, PCSC will create an engaging, student-centered learning environment that nurtures curiosity, critical thinking, and foundational STEAM skills, ensuring students are well-prepared for future academic success.

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.

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		
Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of educational program	10-19; 39-40 (Appendix B); 106-118, 148-151 (Appendix F)	
Evidence of written instructional program that addresses content standards and aligns with statewide assessment system	20; 128-134, 137,143 (Appendix F)	
Evidence of written plan to address PTR and projected enrollment	19; 41 (Appendix B)	
Description of plans for serving special education, vocational education, gifted and bilingual students	20; 46, 50-51 (Appendix B)	
Evidence of written objectives for program achievement	20-24; 40 (Appendix B)	
Description of the mechanisms for student assessment in addition to those required by state law	24-25; 126-141 (Appendix F)	

Section 4: Professional Development

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

All provisions of applicable collective bargaining agreements apply to staff members at PCSC. Decisions regarding professional development are made in conjunction with the APC, principal and staff members. Many STEAM training programs are available for staff members including "fostering STEAM in the classroom" and through partnerships with the NASA GLOBE project. The Pearl Creek STEAM Charter School will seek grants to fund these training sessions.

The Pearl Creek STEAM Charter School will adhere to all state and district mandatory training, but also include professional development that is centered around STEAM practices.

Teachers and staff will be trained with the next generation's science standards as a part of yearly professional development. The Pearl Creek STEAM Charter School will host three professional development days to collaborate with partners in STEAM to further teacher/staff's professional development journey. Professional development decisions are directly connected to the PCSC mission, philosophy and goals.

Over the course of the year, the PCSC principal and APC will determine which district trainings are beneficial to the schools' teachers and provide for NGSS training on in-service days.

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		
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	13;26-27; 33; 128 (Appendix F)	

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 propose that the existing Pearl Creek Elementary School is the ideal borough-owned facility for the PCSC School. As the FNSBSD voted to close Pearl Creek Elementary School on February 4, 2025, PCSC proposes to lease this building at 700 Auburn Drive, Fairbanks AK 99709, per AS 14.03.255(d). The school building is positioned in a fringe rural setting on 27.89 acres of mostly forested land surrounded by residential neighborhoods and adjacent to 121.4 acres of undeveloped land owned by the Fairbanks North Star Borough. It is approximately 2.5 miles north of UAF. Students at PCSC would have access to miles of public trails throughout the adjacent boreal forest for skiing or running and a pick-your-own raspberry farm to the north, as well as fields for sports, a fenced-in garden, and a playground.

As a school of choice, PCSC is open to and will draw students from across FNSB. It will be accessible to students living in the surrounding neighborhoods who can walk to school, as well as children in more remote locations. The school would occupy the two-story, 62,983 sq ft building located on the property. There are 22 full-sized classrooms, and three half-sized classrooms that would be divided accordingly among grade levels and special education and allow room for growth. Additionally, the building has an area for reception and administration that includes an open workspace, an office, conference room, and storage rooms. There is a library, one to two rooms for before and after school childcare, a gym, a multi-purpose

commons area, two rooms for music/art/explorations, a kitchen that could be used to provide lunch for students, a faculty lounge with kitchen, a staff workroom, a nurses' room, custodial office, and storage spaces. PCSC would pay a yearly lease to be negotiated with the FNSBSD or FNSB, whomever manages the building at the time of lease. FNSBSD has voiced their intent to return the Pearl Creek Elementary School building to the FNSBSD on December 1, 2026.

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

Floor plans (Figures 2 through 4) for PCSC are included in this document below, as is a site plan (Figure 5) and map of the Pearl Creek Nordic Park (Figure 6). PCSC plans to open as a primary school, offering K-6 grade level instruction in the first year. Depending on community interest and building capacity, PCSC will open as K-6 and potentially expand to 7th grade in 2027-2028, and 8th grade in 2028-2029.

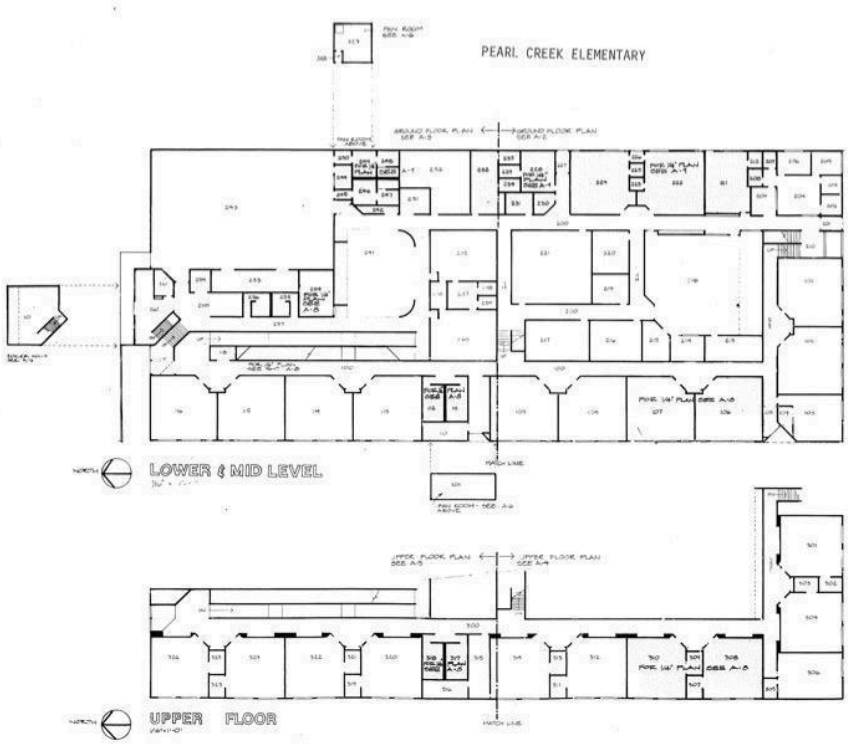

Figure 2. Pearl Creek Elementary School Floor Plans

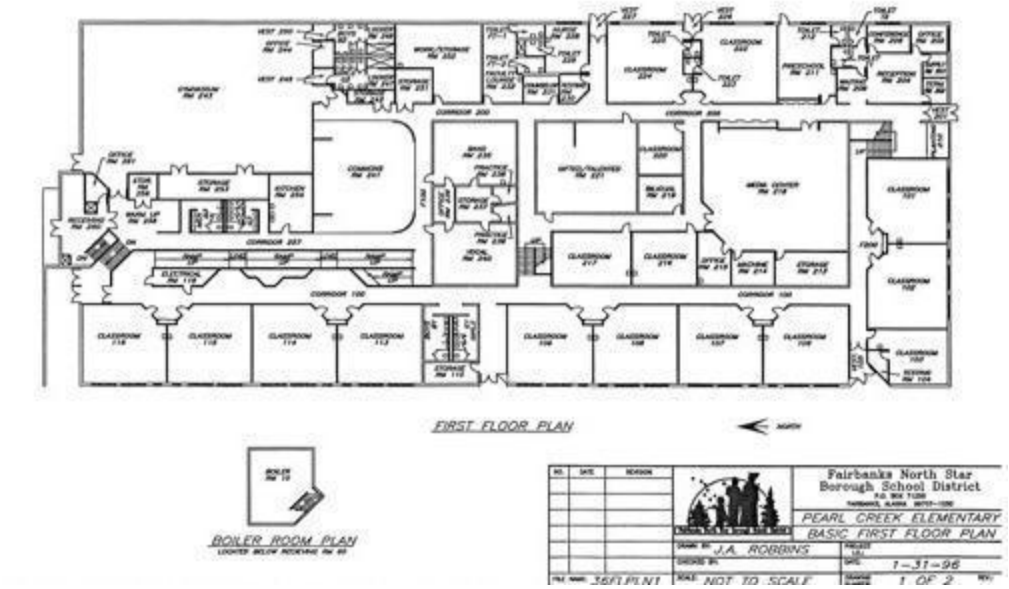

Figure 3. Pearl Creek Elementary School First Floor Plan

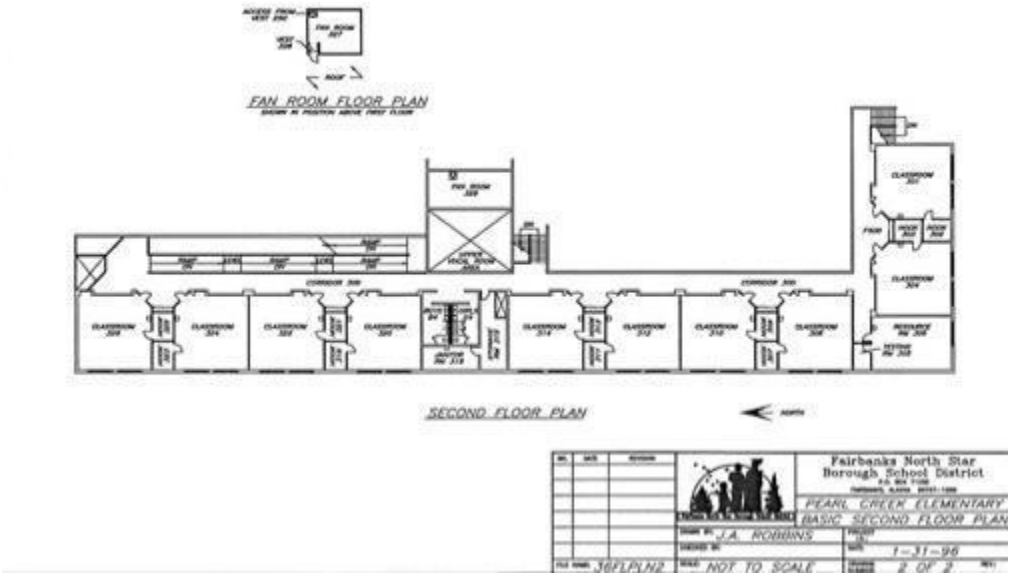

Figure 4. Pearl Creek Elementary School Second Floor Plan

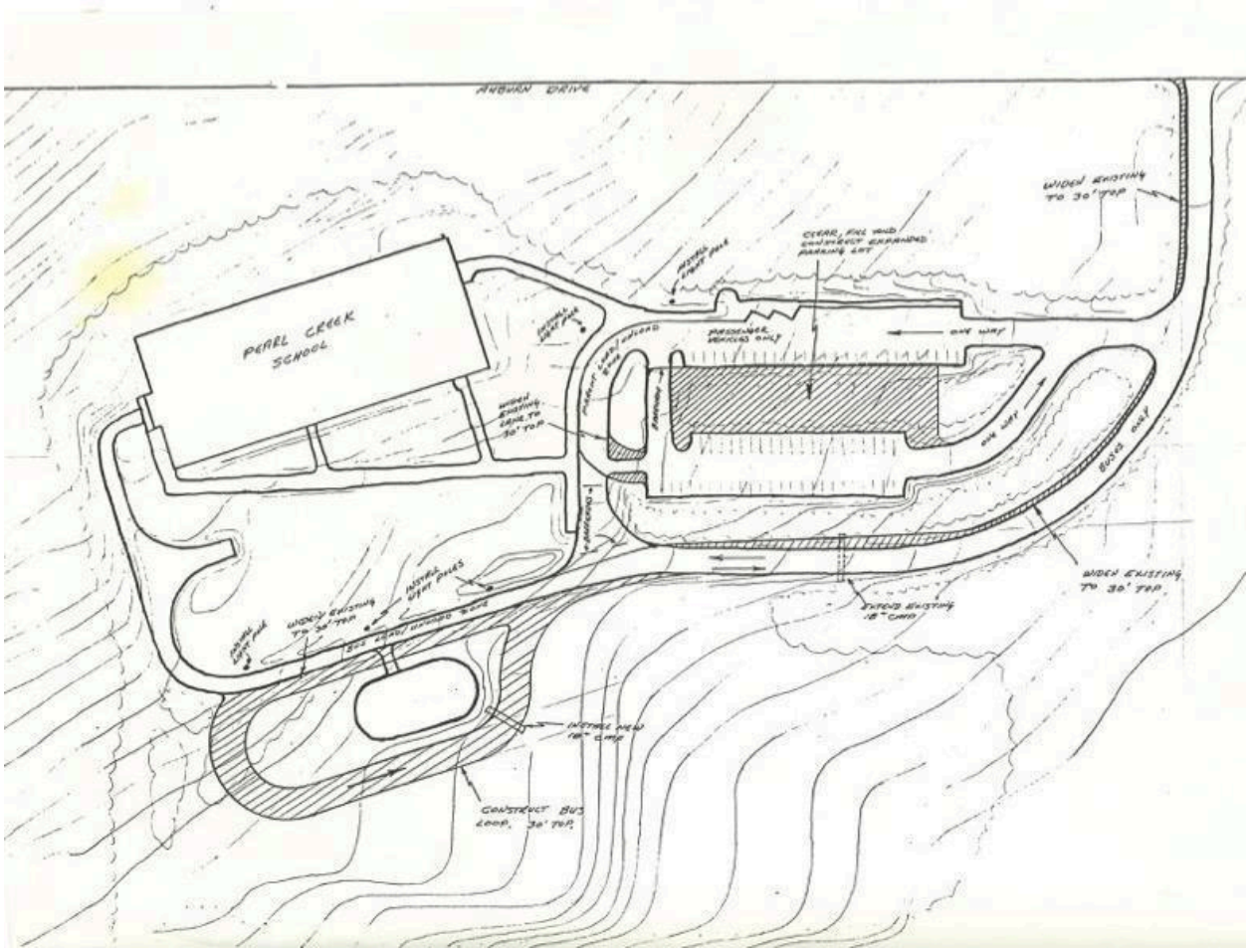

Figure 5. Pearl Creek Elementary School Site Plan

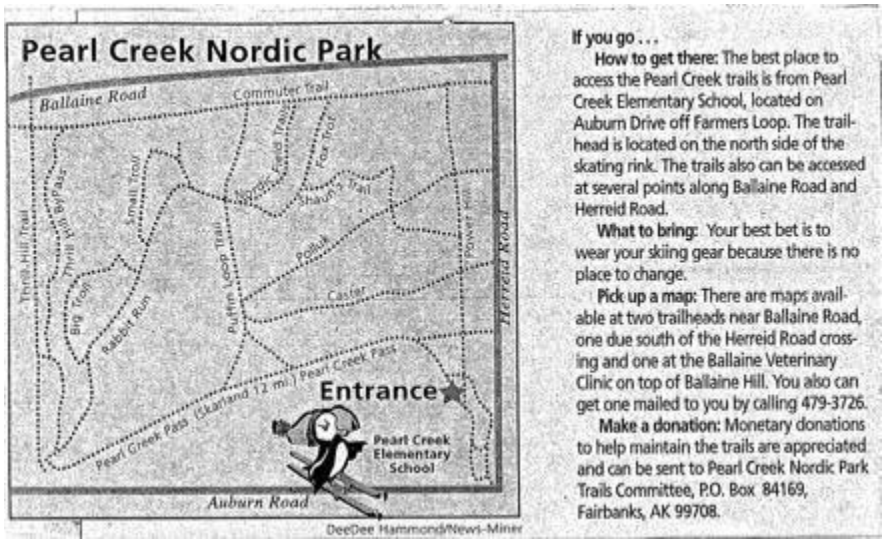

Figure 6. Pearl Creek Nordic Park

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		
Section 5	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable	27-20; 43-44 (Appendix B)	
Evidence of a written facility plans	28-20; 43-44 (Appendix B)	

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)*

Nondiscrimination Statement

The Pearl Creek STEAM Charter School is committed to fostering a learning and working environment that is free from discrimination and harassment. PCSC prohibits discrimination against any individual as defined in the FNSBSD Policy on Nondiscrimination. The school ensures equal access and opportunities regardless of race, ethnicity, color, religion, creed, sex, gender identity, gender expression, sexual orientation, age, national origin, physical or mental disability, genetic information, marital status, including changes in marital status, pregnancy, parenthood, veteran status, or any other characteristic protected under local, state, or federal nondiscrimination laws.

Participation in this program is voluntary; no student is required to attend.

No student shall be denied participation based on a disability or special needs. This policy applies to all matters involving staff, students, contractors, the public, educational programs, facilities, services, and activities, as well as individuals and entities with whom the school conducts business.

This policy aligns with federal and state nondiscrimination laws, including but not limited to Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA).

Admission of Students with Special Needs

Pearl Creek is committed to providing an inclusive learning environment and will admit students with special needs in compliance with state and federal regulations. Students with Individualized Education Programs (IEPs) or 504 plans will be accommodated, as necessary.

Admission Policies and Procedures

Admission Process:

1. In order for applicants to familiarize themselves with PCSC's philosophy and criteria, the prospective families will be encouraged to attend an orientation during the lottery application process.
2. Parent(s) or guardian(s) will read, complete, and sign the PCSC application.
3. If more students apply than can be accommodated within a grade level, applicants will be drawn by lottery for admission.

Admission Criteria:

All parent(s) or guardian(s) who enroll students in PCSC will be required to review and agree to the Student Handbook as well as to contribute volunteer hours to support the day-to-day operations of PCSC. Flexible volunteer opportunities will be offered.

In the event a family is unable to volunteer, a "Volunteer Bank" will be established. Families who are able to volunteer excess hours can donate to the Volunteer Bank for others to draw from if necessary. Organizations who donate time will have their hours donated to the Volunteer Bank as well.

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)*

The student recruitment process, including lottery, is included in Appendices G and H.

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

Section 6	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of written admission policies and procedures	31-32; 40 (Appendix B); 155-157 (Appendix G); 158-161 (Appendix H)	
Evidence of a written student recruitment process, including plans if applicants exceed capacity	32; 155-157 (Appendix G); 158-161 (Appendix H)	

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)*

In Appendix I, there is a written budget summary, projected budget, and funding estimate that includes the required 4% indirect to the district for overhead, the school programmatic costs, and funds generated by grants, appropriations, federal impact aid, the required local contribution, the local contribution under AS 14.17.410(c), and special needs under AS 14.17.420(a)(1).

PCSC plans to apply for several grants to support the charter overall operations and further enhance and develop STEAM goals. In the first year, we will apply for the Charter School State Grant, pursuant to State of Alaska Sec. 14.03.264 Additionally the APC intends to submit an application to the Federal non-SEA CSP grant (ALN/CFDA 84.282B) to assist with program implementation that will be available in the years 1-5 of the charter.

For STEAM support in the first year, $200,000 will be available from the National Science Foundation (NSF) RAPID as a subaward to the school to support STEM education along with NASA ROSE funding for STEM professional development and collaboration. During the first year, the APC will apply to NSF Discovery Research PreK-12 (ALN/CFDA 47.076), Department of the Navy (DoN) STEM Education and Workforce Program (ALN/CFDA 12.330), Rasmussen Foundation, and Alaska Mental Health Trust to be utilized in the second year and preceding years depending on the grant length. The APC will continue to identify revenue opportunities to support both the operations and STEAM goals.

Additionally, the charter continues to foster and develop community partnerships to collaborate on mutually beneficial goals for Fairbanks and the schools within the district which will result in opportunities for fundraising, co-creation, and sponsorship opportunities to cultivate diverse and adaptive funding streams for long-term growth, sustainability, and adaptability.

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)*

PCSC Accounting Practices
All PCSC funds will be allocated for the educational purposes of the school and to those purposes required by PCSC. The Academic Policy Committee (APC) will ensure proper fiscal stewardship, record keeping, strategic fiscal planning and fiscal oversight and management through periodic assessment of the school's compliance with policies and procedures and those of the Fairbanks North Star Borough School District.

The Principal or designee shall provide monthly financial information to the Treasurer before the APC meetings to assist with the Treasurer's Financial Report. Annually, the Principal and Treasurer will work together to prepare proposed budgets to the APC for approval and the FNSBSD. The APC is ultimately responsible for financial oversight which will be most strongly held by the Treasurer. The charter school reserves the right to reallocate funds from one line item to another as a result of budgetary changes. Any money not encumbered at the end of the fiscal year is automatically rolled over to the following year's operating budget.

PCSC plans to work closely with the FNSBSD's Finance Department to ensure compliance in all areas. 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). The charter school will comply with all state and federal requirements for receipt and use of public money. 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.

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)*

PCSC will follow all district-approved practices to account for receipts and expenditures.

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		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Written budget summary and financial plan	33-34; 162-164 (Appendix I)	
Description of how financial records will be kept	34, 43 (Appendix B) 60 (Appendix C)	
Description of accountability for receipts and expenditures	34, 43 (Appendix B) 52-62 (Appendix C)	

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)*

The Pearl Creek STEAM Charter School is committed to ensuring transportation is not an issue for those wishing to enroll. Recognizing that transportation is one of the most significant obstacles to school choice, PCSC will work within the FNSBSD transportation policy to develop practical solutions, to include modification of start times if needed to utilize current transportation options. The goal is to provide families with accessible, reliable transportation options, making PCSC a viable choice for all students.

For details on the transportation plan, see Appendix J.

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		
Section 8	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Plans for pupil transportation	35, 165-166 (Appendix J)	

APPENDIX A

Evidence of Local School Board Approval

Pearl Creek STEAM Charter School

To be included after approval.

APPENDIX B

CONTRACT

Pearl Creek STEAM Charter School

Fairbanks North Star Borough School District Charter Contract 2025 - 2030 Pearl Creek STEAM Charter School

THIS AGREEMENT is made between Pearl Creek STEAM 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

Pearl Creek STEAM Charter School
700 Auburn Dr
Fairbanks, AK 99709

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 renewal on _____, for a period of five years, including school years FY26to FY31;

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 2026. 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:

a. Description of Program:

- Please see Fall 2026 PCSC Charter Application pages 10-25 for the Description of the Educational Program that includes the mission of the charter school; the curriculum in each subject matter area of the charter school (including educational/academic goals, instructional methods and materials, and evaluation procedures); and scheduling requirements (length of the school day with start and end times and a calendar for the school year).
- Generally, the Charter School will deliver a high standard of core reading, writing, and mathematics content areas, and weave STEAM and applied project-based learning throughout. As an elementary school, PCSC teachers and staff will continue to build upon the demonstrated effectiveness of integrated, multidisciplinary teaching. Our weekly schedule will provide daily "walk-to-STEAM" choice exploration courses for students to take deep dives into the areas of their interest, which we will call "iSTEAM". On Fridays, half of the school day will be dedicated to "Lab," which will allow for deeper engagement from the iSTEAM courses in longer experiments, tinkering, making, or field trips. Each iSTEAM course and lab will be tightly aligned with Next Generation of Science Standards and with the Alaska State Standards. Students will receive science and STEAM lessons, as well as design their own questions, run experiments, collect data, and draw their own conclusions. We will provide professional development opportunities quarterly for staff to continue to build skills in STEAM integration, novel technologies, and current science and art trends, drawing from our extensive existing partnerships and future emergent partners.

- Our "logic model" or "theory of action" promotes positive outcomes such as increased student engagement in STEAM fields, improved STEAM skills, and higher rates of post-secondary STEAM educational pursuits with higher rates of proficiency as measured by the Alaska STAR and Alaska Science Assessment.

2. Specific Levels of Achievement:

- Please see Fall 2026 PCSC Charter Application pages 14-15 and 26-29 for description of other assessments used, proficiency rates, what you are doing to bridge any gaps, and what you are doing for enhancement. This includes the expected level of attainment of the educational/academic goals using the evaluation procedures described in time.

3. Admission Policy and Procedures:

- Please see Fall 2026 PCSC Charter Application pages 35-36; 45 (Appendix B) and 147-153 (Appendices G & H) for description of admission policy - this includes specific criteria for eligibility of students, lottery process if applicable, including dates of the application period, exemptions to the lottery (sibling preference, staff's children, currently enrolled students).

4. Administrative Policies:

a. Academic Policy Committee

- See charter application pages 55-66 (Appendix C) and pages 67 - 120 (Appendix D) for description of the make-up of APC and APC election

process.

b. Administrator
    - Please see Fall 2026 PCSC Charter Application page 64 for the hiring process for the principal.
    - The administrator of evaluation of qualifications, hiring process, termination process is as follows:
        - The Charter School agrees that certificated staff shall be evaluated in an equivalent manner as other teachers and administrators in equivalent positions in the District. Evaluation procedures for certificated staff must be identical to the District's procedures unless the Charter School's approved application includes a detailed description of the evaluation procedures to be used in the Charter School, in which case the Charter School may use that District-approved procedure. The Performance Standards adopted by the State of Alaska Board of Education and Early Development and the District for teachers and administrators must be included in any alternative evaluation procedures that are proposed for certificated staff. However, to clarify expectations, the Charter School's Academic Policy Committee may develop additional performance indicators that are relevant to the educational program of the Charter School. To the extent required by any applicable collective bargaining agreement, any changes to the evaluation procedures for teachers must be developed in consultation with the teacher's union, giving the union full opportunity to review and collaborate on those changes. Unless the School District and any association representing an employee agree to an exemption, all provisions of any existing negotiated or collective bargaining agreement applicable to any employee shall remain in effect while the employee provides services at the Charter School.

c. Students
    - PCSC will open as K-6 with 352 students with plans to expand. Depending on community and teacher interest we will either expand to K-8, by adding 7th grade in 2027-2028, and 8th grade in 2028-2029. Alternatively, we will remain a K-6 school but expand by adding an additional Kindergarten class each year, until each grade level has 3 classes, capping out in 2030-31 school year with 468 students.

d. School Calendar and Times of Operation
    - PCSC will follow the FNSBSD calendar. The 2026-27 calendar is now online: https://www.k12northstar.org/fs/resource-manager/view/4e0e98a6-c53f-454a-824d-51bb05b5a3b6
    - School begins promptly at 9:15 a.m. and concludes at 3:45 p.m.
        - The Pearl Creek STEAM Charter School is committed to ensuring transportation is not an issue for those wishing to enroll. Recognizing that transportation is one of the most significant obstacles to school choice, PCSC will work within the FNSBSD transportation policy to develop practical solutions, to include modification of start times if needed to

utilize current transportation options. The goal is to provide families with accessible, reliable transportation options, making PCSC a viable choice for all students.

e. School Board Report: The Charter School is not yet operational; therefore, no report is required at this time.

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:
   Please see Fall 2026 PCSC Charter Application pages 31-34; 47 (Appendix B) for the Location and Description of the Facility. Here is a general summary:

   The Charter School address will be 700 Auburn Dr, Fairbanks, AK 99709.

   The facility is 62,983square feet in size. There are 22 full-sized classrooms, and three half-sized classrooms that would be divided accordingly among grade levels and special education and allow room for growth. Additionally, the building has an area for reception and administration that includes an open workspace, an office, conference room, and storage rooms. There is a library, one to two rooms for before and after school childcare, a gym, a multi-purpose commons area, two rooms for music/art/explorations, a kitchen that could be used to provide lunch for students, a faculty lounge with kitchen, a staff workroom, a nurses' room, custodial office, and storage spaces. PCSC

   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.

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:

    Please see Fall 2026 PCSC Charter Application pages 25 & 50 (Appendix B)

    The Charter School shall maintain the following pupil-teacher ratios unless the APC and Principal approves a new ratio: 18:1 (kindergarten), 22:1 (1st-3rd grade) and 24:1 (4th-6th).

13. Enrollment:

    Please see Fall 2026 PCSC Charter Application page 25

    The Charter School shall enroll a minimum of 150 students and a maximum of 504 students at all times, with a target of 352 students in the 2026-2027 school year. Student enrollment may be adjusted pursuant to the admissions procedures (Appendix H) if there is increased student demand to attend PCSC.

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 (5) 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 educational achievement goals;
b. Failure by the Charter School to meet fiscal management standards;
c. Failure by the Charter School to abide by the Board Policies and Administrative Regulations of the School District;

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 fo 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):

- 310 - Administrative Organization
- 321 - Superintendent
- *324 - School Building Administration*
- 324.1 - Assignment and Transfer of Building Administrator
- 325 - Line and Staff Relations (Superintendent)
- 330 - Administrative Committees (Superintendent's approval)
- 340 - Principals (Policy Implementation)
- 341 - Handbooks (Superintendent's approval)

• 955 - Student Activities (Fundraising, travel, competition)
• 960 - Instructional Arrangements
• 960.3 - Instructional Arrangements - Class Size
• 970 - Instructional Materials
• 971 - Selection of Instructional Materials
• 972 - Request for Reevaluation of Instructional Materials
• 973 - Disposal of Outdated Instructional Material
• 978 - Elementary Grading
• 979 - Junior High Grading
• 1123.5 - School Publications
• 1154 - Parent Involvement
• 1231 - Student Teaching and Internships
• 1250 - External Educational Research in Schools
• 741 - Building Security
• 742 - Use of Building
• 1160 - Use of District Facilities
• 1031 - Student Attendance
• 1032.1 - Establishment of Boundaries
• 1032.2 - Attendance Out of Transportation Zone
• 1048.7 - Firearms and Other Guns
• 1048.72 - Behavioral Standards Involving Violence and/or Weapons
• 1049 - Alcohol and Other Drug Violations
• 1043 - Student Involvement in Decision Making
• 1044 - School Clubs
• 1045 - Student Behavior
• 1045.2 - Student handbooks
• 1063.2 - Homebound Instruction
• 1074 - Contests and Awarding of Prizes
•1310 -1370 - Facilities
•1390 - Facilities

_____

Signature APC President Date

_____

Signature Charter Administrator Date

_____

Signature School District Official Date

APPENDIX A

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.

- 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.

APPENDIX C

BYLAWS

Pearl Creek STEAM Charter School

ARTICLE I

Name, Fiscal Year

SECTION 1. Name. The name of the organization shall be "Pearl Creek STEAM Charter School" and shall hereinafter be referred to as "the School," "Pearl Creek," or "PCSC."

ARTICLE II

Purpose and Definitions

SECTION 1. Purpose. The purpose of Pearl Creek STEAM Charter School shall be to educate children under a charter agreement between Pearl Creek and the Fairbanks North Star Borough School District ("FNSBSD") in accordance with the mission set forth in the charter agreement.

SECTION 2. Definitions.

(a) "Majority Vote" is defined as greater than fifty percent (50%+1) of voting members (1) in good standing and (2) present at a regular or special meeting.

(b) "Super Majority Vote" is defined as two-thirds (⅔) or 66.66% of the voting members (1) in good standing and (2) present at a regular or special meeting.

(c) "A quorum" is defined as the minimum number of voting members that must be present at an Academic Policy Committee meeting to conduct a valid meeting and conduct business. An APC meeting has achieved a quorum when greater than fifty percent (50%+1) of the voting members are present. Telephonic or virtual participation is permitted.

(d) "By resolution" is defined as an APC decision to take action. Every resolution requires a majority vote unless specified otherwise in these bylaws.

ARTICLE III

Governance

Pearl Creek STEAM 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 duties as prescribed in A.S. 14.03.250, *et seq.*, and set forth in these bylaws, and shall perform the following functions, including but not limited to:

SECTION 1. Ensure the fulfillment of the mission of Pearl Creek STEAM Charter School as stated in the PCSC/FNSBSD contract;

SECTION 2. Oversee and have the ultimate accountability and responsibility for academics, curriculum legal/risk management, personnel issues, finances, operations/maintenance, and budgeting issues, and as otherwise permitted or required by the above-mentioned contract or by law;

SECTION 3. Promote professional conduct in accordance with FNSBSD policies;

SECTION 4. Select a Principal.

SECTION 5. Delegate to the Principal those tasks deemed appropriate by the APC;

SECTION 6. Review non-personnel related contracts;

SECTION 7. Review, upon request by any parent, teacher, or staff, requests for any purchase of materials initially denied by the Principal;

SECTION 8. Review and rule on any other questions, issues, or policies that may from time to time arise, to the extent permitted by law;

SECTION 9. No members of the APC shall act on their own in the name of the APC unless so authorized by these bylaws or by resolution of the APC.

ARTICLE IV

Academic Policy Committee

SECTION 1. Membership. Membership of the Academic Policy Committee is by election, except as provided herein.

(a) The number of members constituting the entire APC shall be between seven (7) to eleven (11) voting members.

(b) There shall be teachers, staff, and parents with students in the school as members.

(c) At least two (2) members will be permanent staff members
    (i) At least one (1) of whom shall be a certified teacher.

(d) At least two (2) members will be parents of the students currently enrolled in the school.

(e) The Principal or Acting Principal, then, under contract with the school, shall be a non-voting ex-officio member of the APC.

SECTION 2. Term. The term of all elected members of the APC shall be two (2) years, beginning August 1 and ending July 31. The Bylaws' goal is that no more than half of the member positions shall be up for re-election in any regular election. If this balance is not maintained at any time, the APC may extend (but not shorten) the term of any APC member(s) until this balance is achieved. A majority vote of the APC shall be required to extend any term.

SECTION 3. Term Limitations. There shall be no limitation on the number of consecutive or non-consecutive terms that any member of the APC may serve.

SECTION 4. Vacancies. Any vacancy occurring in the APC may be filled by a majority vote of the remaining members of the APC. The replacement member of the APC shall be appointed for the unexpired term of their predecessor in office.

SECTION 5. Compensation. Participation in the APC is voluntary. Members of the APC shall not receive any monetary or non-monetary compensation for their participation in the APC.

SECTION 6. Resignation. Any APC member may resign at any time by giving written notice to the Chair or Secretary of the APC. Such resignation shall take effect at the time specified therein, and unless otherwise stated, the acceptance of such resignation shall not be necessary to make it effective.

SECTION 7. Removal. The APC may remove any APC member with or without cause when it determines that the best interests of the APC and the School would be served thereby. Removal shall require a supermajority vote of the APC, including the APC member subject to removal.

SECTION 8. Conflict of Interest. APC members have a fiduciary duty to act in the interest of the common good and for the benefit of the School. These Bylaws intend to maintain confidence and prevent the use of this membership for private gain or any other improper purpose. To avoid conflicts of interest, except for the staff positions, no voting members of the APC shall be paid staff members of the school, including the Principal and any other person who receives any monetary compensation from the school.

SECTION 9. Appointment of Additional Members. From time to time, by a supermajority vote, the APC may appoint an additional member to the APC when deemed necessary to benefit the mission of the School's charter.

ARTICLE V

Officers of the Academic Policy Committee

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

SECTION 2. Election and Term of Office. The term of all officers of the APC shall be one (1) year. The officers of the APC shall be elected annually by a majority at the first regular meeting following an election of the Academic Policy Committee or as soon as it is convenient to hold.

SECTION 3. Removal. Any officer elected or appointed by the APC may be removed from office by a majority vote of the entire APC whenever, in its judgment, the School's best interests would be served thereby.

(a) A successful removal of an officer from their elected or appointed position does not remove the member from the APC. A separate vote is required to remove an APC member per ARTICLE IV, SECTION 7.

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

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

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

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

SECTION 8. Treasurer. Each October, the Treasurer shall present to the APC the annual budget for the next year, which has been prepared by the School and shall ensure that it justly supports the School's mission and goals. The Treasurer will present a Treasurer's Report at each APC meeting. The Treasurer shall perform all duties incident to the office of Treasurer and other duties as assigned by the Chair or APC.

ARTICLE VI

Election of Members to the Academic Policy Committee

SECTION 1. Elections Committee. In September each year, the Chair of the APC shall appoint an Elections Committee of at least three (3) people. At least one (1) person shall be a parent of the APC, at least one (1) person shall be a staff of the School, and at least one (1) person shall be a person who is not a member of the APC. The Elections Committee shall oversee the election process for positions on the APC. The Elections Committee shall do the following:

(a) Solicit and accept applications from candidates for membership to the APC;

(b) In its discretion, nominate individuals who have not applied to be candidates for positions on the APC to meet the mission and goals of the APC;

(c) Will bring the complete list of candidates to the APC meeting held before the elections;

(d) Make the candidate slate and statements available online or hard copies to parents, students, or personnel at least one (1) week before the election;

(e) May establish a forum for public introduction of approved candidates;

(f) Prepare a secret ballot listing the slate of candidates;

(g) Distribute and collect the secret ballots and otherwise oversee the election so that it is conducted in a fair manner;

(h) Set date for election;

(i) Results of the election must be reported no later than December 1st;

(j) Announce election results to APC and candidates.

SECTION 2. APC Role in Elections. The APC shall do the following:

(a) At a regular meeting before the elections, approve the final election ballot;

(b) At a regular meeting after election results are announced, the APC shall swear in new members.

SECTION 3. Eligibility to Vote. A person is eligible to vote if they are in the following categories:

(a) Parents or legal guardians of students enrolled in the School on the day of the election;
(b) A Principal of the School; or
(c) School teachers, School teachers' aides, or School staff employed by the FNSBSD with a current contract for the School effective on the date of the election.

The Elections Committee shall be responsible for monitoring voter eligibility and resolving any disputes involving casting ballots.

SECTION 4. Casting of Ballots. The form and procedure of voting may occur at the discretion of the Elections Committee. All eligible voters, as defined in ARTICLE VI, SECTION 3 above, may vote for all positions on the APC.

ARTICLE VII

Meetings of the Academic Policy Committee

SECTION 1. Open Meetings Act. The APC 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 are posted in accordance with the Act. If any portion of these bylaws is more specific than the Act, then that portion of the bylaws shall control unless prohibited by law.

SECTION 2. Meetings. The APC shall also hold regular meetings, typically monthly, at least four (4) times a year. Parents, teachers, and staff members of the School are hereby invited to such meetings through school-wide communication via electronic, email, handouts, or other form at least one (1) week before the date set for such a meeting.

SECTION 3. Special Meetings. Special meetings of the APC may be called by the Chair, Principal, or any three members of the APC.

SECTION 4. Notice of Meetings. Notice of regular or special meetings stating the place, day, hour, and agenda shall be delivered to each member of the APC and posted at the School or in the school bulletin not less than one (1) week before the date set for such a meeting.

SECTION 5. Communication. Any materials pertinent to any regular or special meeting may be transmitted as the APC finds most effective and efficient.

SECTION 6. 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 people invited by the APC or permitted by law may be present during the executive session. Unless invited or permitted by law, any executive session in which personnel issues specific to a particular employee are discussed none of the following APC members shall attend:

(a) School teacher

(b) School teacher's aid

(c) School Staff

At any public meeting, school teachers, school teachers' aid, or school staff members shall not be entitled to vote on any personnel issues specific to a particular employee.

The APC shall not make final policy decisions, nor shall any resolution, rule, regulation, formal action, or any action approving a contract or any other final action be approved at any session closed to the public. Matters discussed during the executive sessions shall remain confidential among those attending. The Secretary of the APC shall maintain topical minutes of all executive sessions.

SECTION 7. Informal Action of Members. Any action that otherwise may be taken at any meeting of the APC may be taken without a meeting if consent in writing, setting forth the action so taken, is signed and unanimously agreed upon in writing or e-mail by 100% of the members of the APC entitled to vote with respect to the subject matter thereof. The member signature may be electronic.

ARTICLE VIII

Committees

SECTION 1. Membership of Committees. By resolution, the APC may designate and appoint one or more committees to perform specific tasks assigned by the APC. The APC will select committee members who will best serve the interests and mission of the School and APC.

SECTION 2. Instruction and Responsibility. Each committee shall be instructed on the length of time each member is being asked to serve, the service the APC wishes each committee to render, the resources the APC will provide, and the approximate dates on which the APC wishes to receive reports.

SECTION 3. APC Powers and Prerogatives. All committee recommendations must be submitted to the APC for official action. By resolution, the APC shall have the power to dissolve any committee at any time during the life of any committee.

SECTION 4. Meetings. Committee meetings shall comply with the Open Meetings Act.

SECTION 5. Curriculum Advisory Committee. The APC shall maintain a Curriculum Advisory Committee composed of subject matter experts in science, technology, engineering, art, and mathematics (STEAM). This committee shall have at least (7) members and shall advise the APC.

SECTION 6. Grants Committee. The APC shall maintain a Grants Committee comprised of experts in writing and administering grants for education, educational outreach, informal education, citizen science, etc. They will inform and assist in not only obtaining grant funding but also executing program evaluation and refinement.

SECTION 7. Student Experience Committee. The APC shall maintain a Student Experience Committee that will provide advice on how to make PCSC welcoming and accessible to all students in the FNSBSD.

SECTION 8. Elections Committee. The APC shall maintain an Elections Committee per ARTICLE VI.

ARTICLE IX

Principal

SECTION 1. Selection and Removal. The School Principal Shall be selected by a majority vote of the APC. Removal of the Principal shall require a supermajority vote of the entire APC when it is in the School's best interest.

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

(a) Maintain financial records of the School;

(b) Manage the day-to-day operation of the School;

(c) Meet regularly with parents and 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 substantially impact the School.

ARTICLE X

Administration of Finances

SECTION 1. Fiscal Year. The fiscal year of Pearl Creek shall coincide with the fiscal year of the Fairbanks North Star Borough School District.

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 or their designee, or to any officer of the APC.

SECTION 3. Budget and Purchasing Authority. The APC, with support from the Principal, is responsible for the development and approval of the School budget in accordance with FNSBSD timelines and standards. On or before the 15th day of November of each year, the School shall provide the FNSBSD with an annual budget for the following school year for approval. The annual budget for the following school year will be provided to the APC by the Treasurer and Principal in October.

Significant budget changes that may occur during the School year require APC approval. Withdrawals or transfers from all FNSBSD-monitored school funds for purchasing any single non-consumable item or capital improvement over ten thousand dollars ($10,000.00) shall be approved by both the APC and the Principal. In instances requiring emergent action, the Principal may act on behalf of the APC and shall report such expenditures and the reason for the emergent action to the APC at the next regular or special meeting following said action. Any expenditure for single non-consumable items less than ten thousand dollars ($10,000.00) and purchases of consumable items necessary for school operations from funds available for such purchases require only the approval of the Principal.

SECTION 4. Accounting. The Principal or their designee shall provide financial information to the Treasurer before the APC meetings to assist with the Treasurer's Financial Report. The Principal and Treasurer will work together to prepare proposed budgets to the APC for approval and the FNSBSD. The APC is responsible for the fiscal health of the School. At regular APC meetings, with an accounting of expenditures and performance relative to the approved budget. The APC may at any time cause a full and partial independent audit of the school monies to occur.

ARTICLE XI

Parliamentary Authority

SECTION 1. Conduct of Meetings. The rules contained in Robert'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 informally suspend or apply Robert's Rules to facilitate discussion amongst the members. Committee meetings are not required to use Robert's Rules of Order unless adopted voluntarily by that committee.

ARTICLE XII

Indemnification

SECTION 1. Indemnification. The School may, to the maximum extent permitted by law and in the absence of School or District insurance, defend, hold harmless, and indemnify all current

and former members of the APC, all persons who, at the request of the APC have acted or not acted, and all persons currently or previously employed by the School, from and against any claims, civil or criminal, in which that person is made a party by reason, in whole or in part, of being or having been an APC member or officer, at the request of the APC have acted or not acted, or being or having been an employee of the School, when that person has acted within the course or scope of their duties to the School. Indemnification shall be provided by a majority vote of the APC on a case-by-case basis.

ARTICLE XIII

Amendments to Bylaws

SECTION 1. Amendments. These bylaws may be altered, amended, or repealed, and new bylaws may be adopted if the following requirements are met:

(a) The proposed change in the bylaws has been submitted in writing to all of the members of the APC and posted publicly in the School at least two (2) days before the meeting at which the proposed change will come up for a vote;

(b) The proposal is submitted by an APC member, by a parent with at least one (1) student currently enrolled in the School, by the Principal, or other School Staff then under contract with the School; and

(c) A supermajority of the APC adopts the proposal at any regular or special meeting.

_____

Date Adopted by APC

APC Secretary Signature / Signature Date

_____

APC Chair Signature / Signature Date

APPENDIX D

ACADEMIC POLICY COMMITTEE

Pearl Creek STEAM Charter School

Teachers	
Shawna Henderson Ex Officio	
Kristi Downing	
Paula Addis	
Dawn Olund	
Parents	
Katie Spellman	
Ben Loeffler	
Heidi Wood	
Jennifer Redmond	
Maurine McGinty	
Edgar Henry	

Pearl Creek STEAM Charter School

Meeting Notes

February 16th,2025

UAF Wood Center

Zoom Link:

Welcome and Call to Order 4:36pm

APC Members:

- Shawna Henderson-Zoom
- Paula Addis-Present
- Edgar Henry-Zoom
- Heidi Wood-Zoom
- Lou Frenzl-Zoom
- Kristi Downing-Present
- Dawn Olund-Present
- Katie Spellman-Zoom
- Jennifer Redmond-Absent
- Ben Loeffler-Present

Consent Agenda Approval

- Motion to Approve - Shawna Henderson
- 2nd - Lou Frenzl
- Passed

New Business:

- Bylaws
  - Motion to Approve – Paula Addis
  - 2nd – Kristi Downing
  - Discussion and Amendments
  - Motion to Approve as Amended – Paula Addis
  - 2nd – Dawn Olund
  - Passed
- Officer Elections
  - Chair
    - Nomination(s): Heidi Wood
    - Motion to vote on nominate: Ben Loeffler
    - 2nd – Dawn Olund
    - Vote: Passed
  - Vice Chair
    - Nomination(s): Ben Loeffler
    - Motion to vote on nominations: Lou Frenzl
    - 2nd – Heidi Wood
    - Vote: Passed

Secretary

Nomination(s): Kristi Downing

Motion to vote on nominations: Paula Addis

2nd – Dawn Olund

Vote: Passed

Treasurer

Nomination(s): Jennifer Redmond

Motion to Vote on Nominations: Kristi Downing

2nd – Paula Addis

Vote- Passed

Reports:

1. Finance (Treasurer)
2. Committee Lead Updates
    a. Curriculum
    b. Facilities
    c. Equity
    d. Transportation
    e. Letter of Intent
    f. By-Laws and Contracts
    g. Communications
    h. Financial

New Business

1. Testimony
2. Survey Results
3. Public Relations Communications

Motion to Adjourn: Dawn Olund, 2nd Paula Addis, Passed

Pearl Creek STEAM Charter School

Meeting Notes

10am February 22, 2025

UAF Wood Center

Zoom Link:

Welcome and Call to Order 10:04

APC Members:

Shawna Henderson - Present
Paula Addis – Present
Edgar Henry - Present
Heidi Wood - Present
Lou Frenzl - Present
Kristi Downing - Absent
Dawn Olund - Present
Katie Spellman - Present
Jennifer Redmond - Present
Ben Loeffler - Present

Consent Agenda Approval

Motion to Approve - Paula Addis
2nd – Ben Loeffler

Reports:

1. Communications
2. Parent Report from Watershed Meeting
3. Finance
4. Transportation

Next Meeting 10 am March 2 Saturday Wood Center
Motion to Adjourn: Dawn Olund, 2nd Paula Addis, Adjourned at 11:12am

Pearl Creek STEAM Charter School

Meeting Notes

10 am March 2, 2025

UAF Wood Center

Zoom Link:

Welcome and Call to Order 10:03 am

APC Members:

Shawna Henderson - Absent
Paula Addis - Present
Edgar Henry - Zoom
Heidi Wood -Present
Lou Frenzl - Zoom
Kristi Downing - Absent
Dawn Olund - Present
Katie Spellman - Absent
Jennifer Redmond - Present
Ben Loeffler - Present

Consent Agenda Approval

Motion to Approve: Jennifer Redmond
2nd – Dawn Olund
Passed

New Business:

1. Testifying at SB Meeting
2. FAQ Document
3. Application Timeline and Next Steps

Reports:

1. FNSBSD Admin Meeting Update
2. Transportation
3. Communications

Next Meeting: Sunday March 23 at 10am Wood Center
Motion to Adjourn Dawn Olund, 2nd Jennifer Redmond, Adjourned at 11:15am

Pearl Creek STEAM Charter School

Meeting Notes

10 am March 23, 2025

UAF Wood Center

Zoom Link:

Welcome and Call to Order 10:03 am

APC Members:

Shawna Henderson – Present
Paula Addis - Present
Edgar Henry - Zoom
Heidi Wood -Present
Lou Frenzl - Present
Kristi Downing – Present
Dawn Olund - Present
Katie Spellman - Absent
Jennifer Redmond - Present
Ben Loeffler - Present

Consent Agenda Approval

Motion to Approve: Paula Addis
2nd – Dawn Olund
Passed

Non-Agenda Comments:

New Business

1. Pre-Registration
2. Pearl Creek Parking Lot
3. Next Steps
4. School Board Candidates

Reports

1. School Board Work Session and Meeting Updates
2. DEEDS
3. HB69 and State Legislation
4. Financial Team
5. Watershed APC Meeting

Next Meeting April 5th, 9:30am Wood Center

Motion to Adjourn: Ben Loeffler, 2nd Jen Redmond, Adjourned 11:10

Pearl Creek STEAM Charter School

Meeting Notes

9:30 am April 5th, 2025

UAF Wood Center

Zoom Link:

Welcome and Call to Order 9:32 am

APC Members:

Shawna Henderson - Present	Kristi Downing - Absent
Paula Addis - Present	Dawn Olund - Present
Edgar Henry - Absent	Katie Spellman - Absent
Heidi Wood -Present	Jennifer Redmond - Present
Lou Frenzl - Absent	Ben Loeffler - Present

Consent Agenda Approval

Motion to Approve: Paula Addis

2nd – Jennifer Redmond

Passed

New Business:

1. Application Appeal Timelines and Deadline
2. Charter Non-Profit Introduction LEAF
3. Charter Network Proposal
4. School Board Seats

Reports

1. State Level Advocacy
2. Financial Team
3. Communications

Next Meeting April 12th at 9:30 am UAF Wood Center

Motion to Adjourn Jennifer Redmond, 2nd Paula Addis, Adjourned 10:48 am

Notes Taken by D Brann

Pearl Creek STEAM Charter School

Meeting Notes

9:30 am April 12, 2025

UAF Wood Center

Zoom Link:

Welcome and Call to Order 9:31 am

APC Members:

Shawna Henderson - Present
Paula Addis - Present
Edgar Henry - Absent
Heidi Wood -Present
Lou Frenzl - Present
Kristi Downing - Present
Dawn Olund - Absent
Katie Spellman - Present
Jennifer Redmond - Present
Ben Loeffler - Present

Consent Agenda Approval

Motion to Approve: Jennifer Redmond
2nd – Paula Addis
Passed

Old Business:

1. Communication Strategies and Needs
2. School Board Seats
3. Charter Application Timeline and Deadlines
4. Log Parent Hours

New Business:

1. Appeal
    a. Ben Loeffler motions to give Chair the authority to submit the appeal following a 24-hour period for the APC to see the appeal and weigh in. 2nd by Jennifer Redmond. Passed
    b. Jennifer Redmond motioned an appeal to DEED. 2nd by Paula Addis Passed by all present.

Reports:

1. Financial
2. Communications

Next Meeting Time: Monday April 21st 6pm UAF Wood Center
Motion to Adjourn: Ben Loeffler, 2nd Katie Spellman 10:37 am

Pearl Creek STEAM Charter School

Meeting Notes

6pm April 21, 2025

UAF Wood Center

Zoom Link:

Welcome and Call to Order 6:01 pm

APC Members:

Shawna Henderson - Present
Paula Addis - Present
Edgar Henry - Present
Heidi Wood -Present
Lou Frenzl - Present
Kristi Downing - Absent
Dawn Olund - Present
Katie Spellman - Present
Jennifer Redmond - Present
Ben Loeffler - Present

Consent Agenda Approval

Motion to Approve: Jennifer Redmond
2nd – Ben Loeffler
Passed

Old Business

1. Meeting with District Administration
2. Fairbanks LEAF
3. HB69 and State Legislation
4. Charter Application Appeal and Next Steps

New Business

1. Watershed APC Meeting April 24th

Reports

1. Communications

Next Meeting; April 28th 6pm UAF Wood Center
Motion to Adjourn: Paula Addis, 2nd Jennifer Redmond, Adjourned
Notes taken by A Skraba

Pearl Creek STEAM Charter School

Meeting Notes

6pm May 12, 2025

572 Line Drive

Zoom Link:

Welcome and Call to Order 6:04 pm

APC Members:

Shawna Henderson - Present
Paula Addis - Present
Edgar Henry - Present
Heidi Wood -Present
Lou Frenzl - Present
Kristi Downing - Present
Dawn Olund - Absent
Katie Spellman - Present
Jennifer Redmond - Present
Ben Loeffler - Absent

Consent Agenda Approval

Motion to Approve: Paula Addis

2nd Jennifer Redmond

Non Agenda Comments

New Business

1. Parent Handbook – Paula Addis, Dara Brann, Jennifer Redmond, Kristina Wood, Jacque Muehlbauer, Kristi Reichert
2. Committee Meetings at following APC meeting
3. Website Additions

Old Business

1. APC Meeting Minutes Approval Needed
2. HB69 Update
3. LEAF Update

Committee Updates

1. Communications
2. Enrollment and Admissions
3. Hiring
4. Appeals
    a. Create a letter for APC to send to SB this week.

Moved by Jennifer Redmond, 2nd by Lou Frenzl

Next Meeting Wednesday May 28th @ 6pm, Location TBD

Motion to Adjourn Paula Addis, 2nd Jennifer Redmond, Adjourned 7:06 pm

Pearl Creek STEAM Charter School

Meeting Notes

6 pm May 28, 2025

Ken Kunkel Pavillion

Zoom Link:

Welcome and Call to Order 10:03 am

APC Members:

Shawna Henderson - Absent	Kristi Downing - Absent
Paula Addis - Present	Dawn Olund - Present
Edgar Henry – Absent	Katie Spellman - Absent
Heidi Wood -Zoom	Jennifer Redmond - Absent
Lou Frenzl - Zoom	Ben Loeffler - Present

Consent Agenda Approval

Motion to Approve: 2nd Passed

Old Business

1. APC notes
2. Charter Application Appeal and Next Steps

Committee Updates:

1. LEAF
2. Garden
3. Legislative
4. Enrollment Committee
5. Communications
6. Parent Handbook

Adjourned

Pearl Creek STEAM Charter School

Meeting Notes

June 17th, 2025

Garden, Pearl Creek

Zoom Link:

Welcome and Call to Order

APC Members:

Shawna Henderson - Absent	Kristi Downing - Absent
Paula Addis -Present	Dawn Olund- Present
Edgar Henry - Present	Katie Spellman - Present
Heidi Wood- Present	Jennifer Redmond - Present
Lou Frenzl - Present	Ben Loeffler - Present

Consent Agenda Approval

Motion to Approve: Jennifer Redmond, 2nd Katie Spellman

Non-Agenda Comments:

New Business:

1. Next steps recommendation from the appeal committee

   Put in 2026-2027 application
   Move to approve for the Appeal Committee the authority to move forward with 2026-2027 application process prior to October 1st. Moved by Lou Frenzl, 2nd by Ben. Passed, all in favor.

2. Storage Units
3. Salmon Bake Fundraiser

Ongoing Business:

1. Committee formation and work
   a. Equity and Transportation Committee – Christina Turman, Lou Frenzl
   b. Grant Committee-Dave Messier, Solomon Pomerantz, Jennifer Redmond
   c. Admissions - AprilMonroe
      i. Policy/Lottery changes that need to be made
      ii. Size of school for 2026-2027

   c. Garden – April Monroe,
   d. Fundraising

Motion to Adjourn Paula Addis, 2nd Dawn Olund, Adjourned 7:43. Notes by K Wood

Resumes of APC Members

Paula Addis

5080 Ringstad Ave, Fairbanks, AK 99709
paddis1013@gmail.com| 907-388-5733

Professional Summary

Dedicated and experienced educator with over 24 years at Pearl Creek Elementary, fostering strong relationships with students, families, and the community. Passionate about creating engaging learning environments that promote academic growth and confidence in students. Skilled in differentiated instruction, leadership, and curriculum development.

Professional Experience

Primary Multiage Classroom Teacher at Pearl Creek Elementary School – Fairbanks, AK
(August 2004 – Present)
- Lead a multiage classroom, fostering academic and personal growth through innovative teaching strategies.
- Develop and implement differentiated instruction tailored to diverse learning needs.

Building Leadership Team Member at Pearl Creek Elementary School – Fairbanks, AK
(August 2024 – Present)
- Contribute to school-wide decision-making.

Building Substitute at Pearl Creek Elementary School – Fairbanks, AK
(August 2002 – May 2004)
- Provided instructional continuity, maintaining structured and engaging classroom environments.

Special Education Aide at Pearl Creek Elementary School – Fairbanks, AK
(April 2002 – May 2002)
- Supported students with special needs through individualized instruction and assistance.

Substitute Teacher (District-wide) (January 2002 – April 2002)
- Taught various grade levels and subjects, adapting quickly to different classroom settings.

UAF Student Teacher & Methods Student at Pearl Creek Elementary School – Fairbanks, AK
(January 2001 – December 2001)
- Planned and delivered lessons under mentor guidance, refining instructional techniques.

Committee & Leadership Roles

Communications Co-Chair, Fairbanks Education Association (FEA) (April 2014 – Present)
– Develop and distribute communications to engage educators via radio and social media platforms.
Recording Secretary, FEA Board of Directors (April 2021 – Present)
– Maintain official records and support board initiatives.
Committee Member FNSBSD Board Curriculum Committee (August 2016 – April 2020)
– Contributed to district-wide curriculum updates.

North Chena Director, FEA Board of Directors (April 2008 – April 2018)
– Advocated for educators' interests at the FEA board level.
Pearl Creek Building Representative, FEA Representative Council (August 2005 – May 2008, August 2018 – May 2021)
– Served as a liaison between teachers, the association, and administration.
Bargaining Committee Member, Fairbanks Education Association (FEA) (August 2006 – October 2023)
– Assisted in contract negotiations.

National & State-Level Representation

NEA Representative Assembly, Elected Delegate (Alaska) (June 2020 – Present)
NEA-Alaska Delegate Assembly, Elected Delegate (January 2006 – Present)

Curriculum Development & District Work

- Participated in FNSBSD Curriculum Update Committees for Language Arts, Social Studies, Science, and Math multiple times.

Education & Certifications

Alaska Reads Act Certification (December 2024)
Masters in Literacy Education, Cambridge College (May 2011)
Bachelors in Elementary Education, University of Alaska Fairbanks (December 2001)
Scientific Diploma, Monroe High School (May 1993)

Professional Development & Training Highlights

- Daily 5 & Math Daily 3
- Thinking Maps & Write Their Way
- Kagan Strategies & Team Building
- Handwriting Without Tears
- Code.org & Google Classroom
- NEA-Alaska Bargaining Training
- Solution Tree Conference on Professional Learning Communities
- Mickelson ExxonMobil Teachers Academy
- NEA Leadership, Women & Minorities, and NCUEA Conferences (Various Locations)

Kristi A. Downing

PO Box 83912
Fairbanks, AK 99708
907-460-3202
1170downing@gmail.com

Education

1991 Graduated high school at Juneau-Douglas HS (Alaska)
1995 B.S. Geology from UAF - obtained all my credits leading to graduation from several institutions:
University of ID, Moscow - participated in the Juneau Icefield Research Project (JIRP)
UAS, Juneau
Boston College, MA (2 years)
2016 Post-Bacc. Teaching licensure UAF
2022 - Master of Education - Elementary Education from UAF

Work Experience

2022 - present - 2nd Grade Teacher - Pearl Creek Elementary
I work in collaboration with my 2nd-grade cohort to ensure all our students are receiving a quality education and meeting 2nd-grade standards. I am also on our school's Leadership Team and the district's IDEA Team, supporting other teachers in their work. In addition, I am completing my LETRS class and thus finishing my Reading Specialist Endorsement coursework.

2022 - Education Specialist - BEST Homeschool
Daily tasks include:

- Assist families with enrollment and guidance on finding curriculum materials to meet their needs
- Advocating for students and families and connecting them with community and district resources including SSM's, ANE, Migrant Ed., McKinney-Vento, local libraries, tutors, and alternative academic and/or job skills programs.
- Understanding graduation requirements, scholarship opportunities, and qualifying curriculum options to ensure a successful path through high school

Homeschool Parent/Teacher 2018-2022
I homeschooled my son from 3rd - 7th grade through BEST Homeschool (FNSBSD) and my daughter was dual-enrolled for 3 years (10th - 12th grade) with BEST/West Valley High School/North Star College. As a homeschool parent, I have been able to explore many different curriculums, teach through different learning styles, and have a lot more involvement in the community as part of education.

McKinney-Vento Tutor/Mentor 2019-2021
I worked for the McKinney-Vento Federal Program as a tutor/mentor for high school youth experiencing homelessness/displacement/transitional housing. My time was divided between Hutchison High School and West Valley High School. The position required me to be an advocate for youth, a team player at

each school, a good communicator with a wide range of school staff and teachers as well as an empathetic, consistent, and reliable adult for the students I worked with.

2nd Grade Teacher 2016-2018

I had the joy of teaching 2nd grade for 2 years at Nordale Elementary School. I had fantastic support from the administration, as well as from my coworkers. I received high marks and praise from my principal in my reviews and connected with my student's families.

Post-Bacc. Teacher Licensure Program UAF 2015-2016

I spent the school year completing my UAF post-bacc. teaching licensure at Anne Wien Elementary School in a 2nd-grade classroom.

RTI Tutor at Pearl Creek Elementary School 2014 to 2015

I worked 15 hours/week as a math tutor for 4th, 5th, and 6th graders at Pearl Creek Elementary School, as well as a reading tutor for 1st, 2nd, and 3rd graders.

Volunteer Activities

Preparing food boxes at the Fairbanks Food Bank
Serve as a Parent voice on the FNSBSD Special Ed. Advisory Board
Alaska Songbird Institute bird bander
Trails Steward for Skyline Ridge Park Trails
Community support for Fairbanks Street Outreach - helping meet the needs of Fbx homeless

Edgar M. Henry

PROFILE

I am Dene (Koykukon Athabascan) from the Huslia and Tanana Tribes. I was raised across the interior on the Yukon and Koyukuk Rivers. By way of traditional introduction, my mother is Audrey Edwin from Nuchalwoyya, my father is Silas Henry from Huslia. My life experiences, both good and bad, blessed me with an interest in traditional healing and culture. I am currently employed at Housing First, a program designed to house the chronically inebriate and homeless community. I also own and run a small company that makes traditional medicines based off of historical Dene practices, and manage the seven rental properties I own. My first and most important roles are husband and father.

EDUCATION

Jimmy Huntington School, High School Diploma, 1997
Health Aide CPR/Early Response, 2011
Water Management and System Design Certification, 2011
Indigenous Medicinal Plants, cultural internship 2013-2017
Bachelor of Arts Alaska Native Studies, University of Alaska Fairbanks 2012-2015

WELLNESS/ EDUCATION

Old Minto Recovery Camp, 2011
Alcoholics Anonymous, 2012-Present
Beauty for Ashes, 2012
Trauma Counseling, Sunshine Counseling, Fairbanks 2013
Men's Talking Circle, 2014-Present

CURRENT ENDEAVORS

Treasurer, Director at Large Board of Directors, 2012-Present, Fairbanks Four and Innocence Movement
2015-2019
Owner, Nizoonh a traditional medicines maker, 2016-Present
Owner, Henry Properties, 2014-Present
Substance Abuse Technician, Housing First, Tanana Chiefs
2015-Present

SH

SHAWNA HENDERSON

PRINCIPAL | PEARL CREEK ELEMENTARY
SHAWNA.HENDERSON@K12NORTHSTAR.ORG

OBJECTIVE

I am interested in continuing employment with Pearl Creek Elementary Charter School within the Fairbanks North Star Borough School District.

EXPERIENCE

PRINCIPAL • PEARL CREEK ELEMENTARY • 2018-CURRENTLY EMPLOYED
Maintain school wide discipline, communicate with the school district, staff and families, provide instructional leadership, support district initiatives and goals and evaluate staff

PRINCIPAL • TICASUK BROWN ELEMENTARY • 2013-2018
Maintain school wide discipline, communicate with the school district, staff and families, provide instructional leadership, support district initiatives and goals and evaluate staff

ASSISTANT PRINCIPAL• ARCTIC LIGHT ELEMENTARY • 2012-2013
Maintain school wide discipline, communicate with the school district, staff and families, provide instructional leadership, support district initiatives and goals

RTI FACILITATOR• JOY ELEMENTARY• 2011-2012
Budget, train and oversee ERII, EMII and Title 1 tutors, determine students' needs in reading and math through data testing, facilitate PLC meetings and inform teachers of student progress using Aimsweb

PRINICPAL INTERN• BADGER ELEMENTARY• 2010-2011
Maintain school wide discipline, communicate with the school district, staff and families, provide instructional leadership, support district initiatives and goals

EDUCATION

MASTERS DEGREE IN EDUCATIONAL LEADERSHIP AND ADMINISTRATIVE CERTIFICATE • 2009 • UAA

TYPE A TEACHING CERTIFICATE • 2003 • UAF

BACHELORS OF ARTS, ENGLISH • 2001 • UAF

Ben Loeffler

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Education and Certification

University of Alaska Fairbanks, Fairbanks AK, Candidate - PhD Engineering (Anticipated graduation summer 2025)	2022
Georgia Institute of Technology, Atlanta GA, M.S. Mechanical Engineering,	2012
Georgia Institute of Technology, Atlanta GA, B.S., Mechanical Engineering,	2010
Professional Mechanical Engineer (PE), State of Alaska [License # 124432]	2019
AEE Certified Energy Manager (CEM) [expired 12/2022]	2016

Employment

Research Professional 08/2019-present

Alaska Center for Energy and Power (ACEP) at UAF, Fairbanks, AK

- Pacific Marine Energy Center (PMEC) Co-Director
  - Leads team of 8 engineers and scientists to assess Alaska hydrokinetic resources and develop and demonstrate hydrokinetic energy technologies
  - Writes proposals and serves as Principal Investigator on research projects totaling over $20M in grant funding
  - Leads UAF collaboration with partner institutions and Department of Energy on energy research projects and initiatives
- USA Subject Matter Expert on international energy standards development (IEC TC114 MT 62600-200 and ahG 12)

Engineering Consultant 01/2020-present

Loeffler Engineering, Fairbanks, AK

- Design of solar arrays, battery energy storage system enclosures, and HVAC systems for off-grid applications [2020 - present]
- Designed and built 6-star energy rated home in Fairbanks [2022 – 2024]

Energy Management Engineer 07/2016-08/2019

Fairbanks North Star Borough, Fairbanks, AK

- Served as Project Manager for energy conservation projects. Implemented 20 energy reduction projects with total cost of $550,000 and lifetime energy savings of $2,000,000.
- Worked with Borough stakeholders and ACEP researchers to evaluate emerging and existing energy efficient technologies relevant to the Borough.
- Performed energy system engineering duties; evaluated building systems for proper operation.
- Provided input for and recommendations for Capital Improvement Projects to reduce energy costs. Scoped $2.5M lighting upgrade project with projected lifetime savings of $19,000,000.

Research Technician 09/2015-07/2016

Alaska Center for Energy and Power (ACEP), Anchorage, AK

- Data analysis of micro-grid hydrokinetic Emerging Energy Technology Fund (EETF) and Renewable Energy Fund (REF) projects, including ORPC and Oceana.
- Independent analysis and reporting of project viability or economic and power quality impact on communities. Final report writing for dissemination and publication.

Lab Technician and Research Engineer 1/2013-05/2015

Extreme Tribology Laboratory at Georgia Tech, Atlanta GA

- Assembly and operation of small caliber 0.1 MJ electro-magnetic launcher
- Design and fabrication of launch packages and launcher modifications
- Report review of existing railgun diagnostics technologies covering magnetic field, electric field, strain, temperature, composite health in rail gun environment
- Preparation and presentation of monthly written reports and quarterly presentations to Office of Naval Research

Professional Engagement

- 2024 Panelist at Alaska Rural Energy Conference, Fairbanks, AK
- 2024 Panelist at Alaska Forum on the Environment, Anchorage, AK
- 2023 Panelist at Offshore Technology Conference, Houston, TX
- 2023 Panelist at Alaska Sustainable Energy Conference, Anchorage AK
- 2022 Panelist at Alaska Sustainable Energy Conference MHK Workshop, Anchorage AK
- 2020 Presenter at Pacific Marine Energy Center All-Center, Portland OR
- 2018 Presenter at National Rural Electric Cooperative Association Conference, Anchorage, AK
- 2018 Presenter at Rural Energy Conference, Fairbanks, AK
- 2018 Panelist at North-by-North Conference, Anchorage, AK
- 2017 Presenter at Alaska Wood Energy Conference, Ketchikan, AK
- 2016 Rural Energy Conference, Fairbanks, AK
- 2016 Islanded Grid Wind Power Workshop, Fairbanks, AK

Research Highlights

- Principle Investigator on DOE WPTO ($9.5M) Galena River Energy Project [2024 – present]
- Principal Investigator on ARPA-E SHARKS ($4.5M) hydrokinetic turbine development [2021 – present]
- Task Lead on ERDC Secure and Resilient Power Generation in Cold Region Environments [2019 – 2023]
- Research Lead for DOE WPTO ($1.1M) Water Horse hydrokinetic riverine energy system [2019 – 2022]
- Passive Thermal Management of AC/AC convertor cells for DOE ARPA-E “Agile Delivery of Electrical Power Technology” program (6/2011-12/2012)
- Lead thermal engineer for technology development for smart-grid applications and integration of renewable power sources.
- Analytical modeling and optimization of advanced thermosiphon in Matlab, design for manufacturing and fabrication of three unique full scale systems. Instrumentation, control, and data collection using Labview and NI DAQ system.

Dawn A. Olund

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Fairbanks, AK 99709
907-378-1838
dawnslawns2020@gmail.com

OBJECTIVE

Passionate dedicated educator with a love of learning, seeking elementary teaching position. Enjoys teaching students of all ages both in the classroom and outside, with many different activities across all subjects.

EDUCATION & CERTIFICATION

Bachelor in Elementary Education, University of Alaska Fairbanks — Dec. 2002
- Grade Point Average: 3.59

State of Alaska Type A Certificate, Elementary Education GR K-8 — Jan. 2003
"Highly Qualified" status — Dec. 2004

SPECIAL TRAININGS

Kagan	Zoo-phonics Reading Curriculum	The Daily 5
The Café	Peace Games	Teaching with Love and Logic
RTI	Alaska Statewide Mentor Project	Anxiety Awareness
Leadership		

SKILLS

Reliable and motivated to accomplish tasks to the fullest
Effective and healthy communication skills
Punctual and always willing to help others
Excellent organizational and planning skills
Compassionate and patient
Team player and great listener
Macintosh and Windows (word, excel, power point, iphoto, imovie, lamp, google classroom, and document camera)

EXPERIENCE IN EDUCATION

Elementary Physical Education Teacher
Pearl Creek Elementary School Fairbanks, AK; FNSBSD — Aug. 2024 – Present
- Design and deliver safe engaging physical activity lessons
- Focus on developing fundamental movement skills
- Promote and educate healthy lifestyle activities, nutrition, and habits
- Foster a positive attitude towards exercise
- Consistent and effective classroom management
- Assess students' progress and adapt activities to meet individual needs
- Communicating with parents and staff about PE curriculum and student progress
- Organize and guide multiple classes for outdoor activities (snowshoeing, ice skating, skiing)
- Teach and model teamwork, sportsmanship, integrity, and character development
- Participation in NYO events
- Organize and promote American Heart Association fundraiser

Kindergarten, First Grade, & K/1 Teacher
Pearl Creek Elementary School Fairbanks, AK; FNSBSD — Aug. 2004 – May 2024
- Assess students periodically to monitor growth
- Organize and develop lesson plans appropriate for students' needs and meet state and FNSBSD standards
- Teach 18-27 kindergartners in all academics and guide their social and emotional development

- Communicate with parents/guardians of students through phone calls, conferences, e-mail, class webpage, and weekly newsletters
- Implement classroom management for guidance and encouragement
- Participate in 'Intervention' meetings; implement behavioral and academic interventions to promote student achievement
- Collaborate with grade level teachers in team teaching environment
- Attend staff meetings and participate in whole school goals
- Develop and organize all kindergarten field trips
- Organize and produce plays for students and parents
- Assure student safety at all times

Building Substitute
Hunter Elementary School Fairbanks, AK; FNSBSD Aug. 2003 – Aug. 2004

- Educate and guide students k-6 in music, gym, special education, and regular education classrooms
- Follow teacher lesson plans
- Meet staff, student, and parent expectations
- Communicate positively with staff and students
- Flexible and resourceful each day
- Proactive with school discipline

Coach
Hunter Elementary School Fairbanks, AK; FNSBSD Sept. 2002 – Nov. 2002
Sept. 2003 - Nov. 2003

- Motivate girls to play team basketball
- Organize A and B teams
- Communicate with players, parents, and teachers
- Educate players of basketball rules and sportsmanship
- Coordinate and schedule games with other schools
- Assess student safety while playing and traveling

Assistant Coach
West Valley Varsity/JV Softball & HCF 6U Hockey

- Work directly with various age groups
- Organize and implement practice drills
- Provide positive encouragement
- Educate players of rules and sportsmanship

AWARDS & ACHIEVEMENTS

Education Student of the Year, UAF 2002
Karen Lewandoski Sportsmanship Award, Fairbanks Women's Hockey 2010-2011

REFERENCES

Jenny Norton
907-750-2235
Jnorton18@yahoo.com

Anne Jackson
907-987-0072
upsguy@gci.net

Moira Westervelt
907-978-8739
moira.westervelt@k12northstar.org

Maggie Matheson
907-978-5012
Maggie.b.matheson@gmail.com

JENNIFER ANNE REDMOND

(907) 322-5639
jen.miller907@gmail.com

EMPLOYMENT

Alaska Communications, Fairbanks, Alaska
Grants Controller, Project Management Office Department July 2024- Present

- Overseeing and managing approximately $200M in telecommunication grants to ensure compliance and with Federal rules, regulations, laws and terms of agreements.
- Review and process all reimbursement requests to funders, ensuring reasonability, eligibility, and allocability of costs. Coordinate with project managers to forecast financial needs and provide insights for effective resource allocation.
- Assist in preparing grant proposals, budget justifications, and other financial documents required for grant applications and renewals.
- Develop and generate grant fiscal reports and analyses to support strategic decision-making and provide insights into project financial performance.
- Lead, develop, implement, and maintain ACS grant financial systems, software, and internal controls in coordination with ACS Controller and Finance to ensure compliance with grant requirements and scalability.
- Review and provide update requests to the ACS's SOX Policies and Procedures to ensure compliance with current and changing grant regulations, laws, policies, and guidelines as needed and for review and approval of ACS Finance.
- Collaborate with ACS Controller and Finance audit team in developing grant audit work plans and audit preparation per funder, partners, and external auditors.
- Support the ACS Controller and Finance audit team to execute required ACS Federal site visit audits, grant annual audits, grant Federal funder desk audits, and other grant-related audits per acceptable standards.

Alaska Native Tribal Health Consortium, Anchorage, Alaska
Lead Grants Management, Grants Management & Accounting Department July 2022- July 2024

- Responsible for organization-wide grant management and compliance processes and procedures to ensure compliance with State, Federal, and agreement laws, regulations, and terms.
- Authored the ANTHC grant post-award policies and procedures
- Implemented organization-wide software systems, Google Workspace, and SmartSheets for greater efficiency, transparency, and compliance per audit report corrective actions, resulting in significant increase in compliance and efficiency.
- Implemented corrective action regarding Single Audit findings by setting up internal controls, software, grant training, and a robust grant compliance infrastructure.
- Cultivated a productive working relationship between Grants Management, Grants Accounting, and Grants Planning and Development(GPDD) to ensure synergistic operations for grant administration throughout the grant lifecycle.
- Supervised, mentored, and trained subordinates on grant administration and technical knowledge and skills.
- Created and presented monthly to the CFO the ANTHC Grant Compliance Report on key performance indicators, which were used in Board of Directors reports.
- Provided organization-wide grant training for over 300+ ANTHC staff

Chugachmiut, Anchorage, Alaska
Grants Administrator (Manager), Grants Department May 2020- May 2022

- Annual strategic grants application plan completed in alignment with Chugachmiut's strategic planning processes to support known and emerging needs critical to achieving long-term goals.
- Management of Chugachmiut's grant & contract administration, proposal writing, project development, and compliance with all State, Federal, and agreement laws, regulations, and terms.
- Responsible for implementing and managing Chugachmiut's granting process, including the deployment of training and other duties that will enhance organizational efficiency and support a culture of continuous improvement, creation of value, and customer satisfaction.
- Provides technical support to the Alaska Tribal Health System on matters related to grant development and proposals.
- Development of funding sources for Chugachmiut and Tribal strategic plans
- Evaluate the capacity of Chugachmiut and Tribes in administering projects, funding, and other factors.
- Foster partnerships between Chugachmiut and Tribes and external experts and professionals to meet strategic goals or for project development and implementation.
- Acts as a primary point of contact regarding grant regulations and compliance between Chugachmiut and federal agencies, member Tribes, individual tribal members, other tribes, consortia, and other entities.

- Create and implement efficient processes and procedures through automation, streamlining, and training while keeping internal controls intact.
- Supervision and allocation of subordinate workload, completion of annual performance and procedures and providing for staff training and support on both grant technical issues.

University of Alaska Anchorage, Anchorage, Alaska
Assistant Director of Pre-Award, Office of Sponsored Programs (UAA OSP) July 2019- May 2020

- Administration and management of proposal development, review, and authorization of proposals submitted on behalf of the University of Alaska Anchorage to external funding agencies for project funding.
- Create and implement cost-saving processes and procedures due to State budget cuts through automation, streamlining, and training while keeping internal controls intact.
- Supervise and allocate subordinate workload, complete annual performance and procedures, and provide staff training and support on both grant technical issues.
- Directing organization-wide grant applications, reporting processes, and guardrails to ensure all grants awarded can achieve 100% compliance.
- Facilitating executive grant reporting, including KPI's on applications, awards, compliance, and other key metrics used to manage the department and grants program.
- Expert institutional resources by maintaining technical knowledge by attending workshops, maintaining a professional network of colleagues, and staying current with new policies, rules, regulations, and laws.
- Liaison between Principal Investigators/Project Directors of grants and contracts and sponsors.
- Professional communication and outreach to all stakeholders, including external sponsors
- Training of Grant Analysts, Grant Technicians, and Student Workers in OSP for Pre-Award related functions.
- Perform weekly and monthly outreach and training to UAA Staff and Faculty, proposal development, restricted funding compliance, and establishing good working relationships.
- Oversaw and created administrative functions in the Office of Sponsored Programs through coordination with multiple University of Alaska Offices across all three Universities from Procurement and Contract Services, Human Resources, Travel, Budget, and our sister grants and contracts offices at UAS and UAF.
- Built and implemented standard operating procedures and policies to achieve department goals of grant and contract compliance throughout the UA system that is streamlined, efficient, and cost-effective.
- Create data management of OSP Pre-Award activities for office functionality, core competencies, and executive-level management evaluation.
- Develop and implement process improvement for subaward weaknesses in internal controls to ensure compliance with Federal regulations.

University of Alaska Fairbanks, Fairbanks & Anchorage, Alaska
Fiscal Officer, Alaska INBRE Program UAF November 2015- June 2019

- Oversee and create reports for federal grant and state budget projecting and reporting using the UA accounting systems and excel across all three major institutions (UAF, UAA, UAS) to audit for compliance and advise INBRE leadership and stakeholders in their decision making.
- Lead, develop, and administer process improvement projects implementing policies and procedures that enhance effectiveness and increase efficiency and compliance of research administration at all campuses and partner institutions through streamlining opportunities in information technology, reducing the administrative burden
- Develop and execute training opportunities, and share best practices for research administration in both pre and post-award to build research capacities and a statewide research administration network across the UA system and the state of Alaska.
- Be an expert and point of contact for all matters related to research administration, apply GAAP/CAS/ and fund accounting principles, apply and interpret 2 CFR 200, BOR Policy, University Procedures, and relevant court decisions for the INBRE program and other statewide programs.
- Producing and retaining backup and audit documentation per Federal, State, and Institutional policies using technical writing, tick marks, and paper trails
- Creating and manipulating excel data tables for financial analysis of business operations
- Foster relationships throughout the State of Alaska to further Biomedical Research and develop opportunities for research and find solutions for growth and development
- Professionally communicate with University of Alaska leadership, National Institute of Health Grant Management external stakeholders in Alaska biomedical research
- Assures that all grant-related charges are properly reviewed for compliance with specific grant and general cost principle requirements and limitations.
- Responsible for accounting and reporting of compliance with grants, including but not limited to compliance with project budget allocations, compliance with both regulatory and grant-specific allowable cost restrictions, compliance with specific contractor/grantor requirements and compliance with applicable cost-sharing requirements.

Grant Fiscal Officer, Central Admin Office, UAF Provost Office April 2014- October 2015

- Financially administer over Multi-million dollar federal, state, and foundation-funded projects and programs through budget administration, financial projections, oversight over direct expenditures
- Oversee and audit of internal controls and expenditure documentation to reduce the risk of fraud or misuse of government, state, and foundation funds
- Assist 20+ PIs and directors read, interpreting, and applying legal language in proposals and awarded projects
- Conduct monthly meetings with directors and PIs that support the economic analysis of spending to help with understanding the spending patterns from year to year
- Created the business structure for administering the largest and most complex awards the UAF has received from the National Institute of Health totaling approximately $24 million over five years (BLaST program)
- Assured that all grant-related charges are properly reviewed for compliance with specific grant and general cost principle requirements and limitations.
- Responsible for accounting and reporting of compliance with grants, including but not limited to compliance with project budget allocations, compliance with both regulatory and grant-specific allowable cost restrictions, compliance with specific contractor/grantor requirements and compliance with applicable cost-sharing requirements.

Fiscal Tech. II/PPA, Central Admin Office, UAF Provost Office July 2012- March 2014

- Performed daily, weekly, and monthly financial and human resource transactions and reconciled
- Proficient understanding of procurement, human resources, and travel rules, policies, regulations, and processes to meet the office's high volume of customer services needs
- Assures that all grant-related charges are properly reviewed for compliance with specific grant and general cost principle requirements and limitations.

EDUCATION

Bachelor of Science Business, Accounting, May 2011
University of Idaho, Moscow, ID
Certified Research Administrator (CRA), December 2018
Society of Research Administrators International Certificate in Financial Management, March 2019

PROFESSIONAL AFFILIATIONS
Secretary, Western Section, Society of Research Administration 2022-2023
President, Alaska Chapter, Society of Research Administration, 2018 - 2020
Society of Research Administrators International Member, October 2017- Present

COMPUTER PROGRAM EXPERIENCE

- SmartSheets
- DocuSign
- Microsoft 365
- Canva
- Quickbooks
- Sharepoint
- OnBase
- JP Morgan
- University of Alaska Accounting & Data Systems: TOAD, QMenu, Banner
- Google Forms, Docs, Sheets, Slides, Data Studio, Sites, Analytics
- Adobe Acrobat Pro
- Excel, Windows XP, Powerpoint on Mac and Windows

VOLUNTEER EXPERIENCE

Board Member, Treasurer - Breadline Inc. 2020 - Today
Volunteer - Youth Soccer Coach 2016-2019
Mentor - Big Brothers Big Sisters of America 2007-2009

Katie V. Spellman

Email: katie.spellman@alaska.edu • Tel: (907) 474-1554

Website • ResearchGate

Education

2017	Post Doc Education and Outreach	International Arctic Research Center, University of Alaska Fairbanks
2015	Ph.D. Biological Sciences	Resilience and Adaptation Interdisciplinary Program, University of Alaska Fairbanks
2008	M.S. Biology	University of Alaska Fairbanks
2003	B.A. Biology (Magna Cum Laude)	Whitman College, Walla Walla, WA

Professional Experience

Aug 2025 - present	Associate Professor, Natural Resources and Environment Department, University of Alaska Fairbanks (UAF)
May 2023 - present	**Research Associate Professor,** International Arctic Research Center, University of Alaska Fairbanks (UAF)
Aug 2018 – May 2023	**Research Assistant Professor,** International Arctic Research Center, University of Alaska Fairbanks (UAF)
March 2020 - Present	**Faculty Fellow,** Honors College, Climate Scholars Program, UAF
June 2017 – July 2018	**Research Associate**, International Arctic Research Center, UAF
Jan 2016 – May 2017	**Post-doctoral Research Fellow,** International Arctic Research Center, UAF
May 2015 – Nov 2016	**Research Professional**, Bonanza Creek Long Term Ecological Research Program, Citizen Science Program, UAF
Sept 2015 – Dec 2020	**Adjunct Instructor**, Resilience and Adaptation Interdisciplinary Program, UAF
Aug 2010 – May 2015	**Interdisciplinary Research Fellow,** Resilience and Adaptation Program and Institute of Arctic Biology, UAF
Jan 2012 - Feb 2012	**International Research Traineeship,** Bio-Protection Research Center, Lincoln University, Lincoln, New Zealand
Aug 2011- May 2012	**Science Teaching Fellow,** National Science Foundation gK-12 program, UAF
Oct 2008 – Aug 2010	**Education Program Director**, Center for Alaskan Coastal Studies, Homer, AK
Aug 2007 - Oct 2008	**Curriculum Developer,** Contractor through UAF
Jan 2007 - Aug 2008	**Research Assistant,** Institute of Arctic Biology, UAF
Jan 2006 - Dec 2006	**Science Teaching Fellow,** National Science Foundation gK-12 program, UAF
Fall 2005, 2007, July 2008	**Teaching Assistant,** Biol 104 Natural History of Alaska, Biol 105 Fund. of Biology, Department of Biology and Wildlife, UAF

Aug 2003 - Aug 2005 **Program staff**, Nativity House Homeless Shelter, Jesuit Volunteer Corps, Tacoma, WA

Selected Awards and Honors

2025 Dennis Demmert Award of the UAF Rural Student Services Program (Honors outstanding faculty and staff in supporting Alaska Native and rural students feel seen, valued, and empowered to thrive)
2024 Usibelli Award for Teaching, Research and Public Service Awardee (UAF's highest award for faculty, selected for extraordinary public service)
2024 Association of Public Land Grant Universities C. Peter Magrath Exemplary project Award for Fresh Eyes on Ice (Recognizes programs that demonstrate how colleges and universities have redesigned their learning, discovery, and engagement missions to deepen their partnerships and achieve broader impacts in their communities)
2024 Invited Keynote Speaker for the GLOBE International Annual Meeting
2024 Invited Keynote Speaker for the 17th Annual Texas STEM Teaching Conference
2023 Associated Students of UAF Award for Outstanding Faculty and Staff - Faculty Member of the Year
2023 UAF Robert Picenza Award for Excellence in Education Teacher of the Year Nominee
2022 National Academy of Sciences Kavli Fellow for outstanding research in the frontiers of science in the US.
2022 UAF Robert Picenza Award for Excellence in Education Teacher of the Year Nominee
2021 Invited Keynote Speaker for the Arctic Research Consortium of the United States Citizen and Community Science in the Far North Conference
2021 Western Alaska Interdisciplinary Science Conference Todd Radenbaugh Award for work that embodies the vision of WAISC: to promote science, innovation, and education in western Alaska
2019 Nominee, Emma Walton Award for exemplary science educator in Alaska
2016 Arctic Research Consortium of the United States "Arctic in the Classroom" scientist
2015 Fairbanks Education Association Friend to Education Award
2011 Ecological Society of America Education Scholar Award

Selected Grants Awarded - STEAM Education related

2024 USGS Alaska Climate Adaptation Science Center "Building community-based monitoring partnerships between rural schools and wildlife refuges in Alaska" (Co-PI, $499,055)
2023 NASA "UNBOUND for Food, Water, and Energy in Tribal Communities" (PI, $99,983)
2023 NSF NNA Collaboratory: ACTION - Alaska Coastal Cooperative for Co-producing Transformative Ideas and Opportunities in the North (Co-PI, $9,549,309)
2022 NASA ROSES Citizen Science for Earth Systems Program, "Community Eyes on River Ice - Broadening Participation in Freshwater Ice Observation - Full Implementation" (PI, $1,242,377)
2022 NASA Science Mission Directorate Science Activation, "Augmentation to 2.0 Arctic and Earth STEM Integrating GLOBE and NASA Assets" (CoPI, $642,041)

2022 GeoData Cooperative, “Geospatial data literacy and workforce development for Alaska K12 and beyond” (IARC PI, $130,000)

2021 NSF Navigating the New Arctic “Convergent Arctic Research Perspectives and Education” (Contract PI, $131,327)

2021 NASA ROSES Citizen Science for Earth Systems Program, “Community Eyes on River Ice - Broadening Participation in Freshwater Ice Observation” (PI, $293,362)

2020 NASA Science Mission Directorate Science Activation, “2.0 Arctic and Earth STEM Integrating GLOBE and NASA Assets, renewal” (CoPI, $3,400,000)

2020 Alaska EPSCoR Diversity, Education and Workforce Development Seed Grant “Fostering Science: Expanding Access to Science Camp to Youth in Care of the State” (PI, $15,365)

2018 NSF Arctic Observing Network, “NNA: Fresh Eyes on Ice: Connecting Arctic Communities through a Revitalized and Modernized Freshwater Ice Observation Network” (Co-PI, $2,627,872)

2017 NSF Advancing Informal Science Learning, “Arctic Harvest- Public Participation in Scientific Research” and Winterberry Citizen Science (PI, $878,592)

2015 NASA Science Mission Directorate Science Activation, “Arctic and Earth STEM Integrating GLOBE and NASA Assets” (Co-I, $3,400,000)

2011 NSF GK12 Fellowship-Changing Alaska Science Education ($30,000)

2007 Melinda Grey Ardia Environmental Education Foundation Grant (CoPI, $1000)

2006 NSF GK-12 Fellowship-Teaching Alaskans, Sharing Knowledge ($30,000)

Relevant Publications

Clement, S., **K.V. Spellman**, E. Eidam, T. Langhorst, C.D. Arp, J. Davis, T. Pavelsky, A. Bondurant (2024). How do you sample a frozen river? Increasing K–12 STEM engagement through real-world problem solving and scientific research. *Connected Science Learning* 6(2):66-76. https://doi.org/10.1080/24758779.2024.2328225

Clement S., **K.V. Spellman**, L. Oxtoby, K. Kealy, K. Bodony, E.B. Sparrow, C. Arp. 2023. Redistributing Power in Community and Citizen Science: Effects on Youth Science Self-Efficacy and Interest. *Sustainability* 15(11):8876. doi: 10.3390/su15118876

Spellman, K.V., D. Cost, C.P. Villano. 2021. Connecting community and citizen science to stewardship action through scenarios storytelling. *Frontiers in Ecology and Evolution,* 9:695534. doi: 10.3389/fevo.2021.695534

Schwoerer, T., **K.V. Spellman,** T. Davis, O.A. Lee, A. Martin, C.P.H. Mulder, N. Swenson, A. Taylor, G. Winter. 2021. Harnessing the power of community science to address data gaps in the changing North: Arctic invasive species as case examples. *Arctic* 75 (1):1-14. doi: 10.14430/arctic73773

Spellman, K.V., J.D. Shaw, C.P. Villano, C.P.H. Mulder, E.B. Sparrow, and D. Cost. 2019. Citizen science across ages, cultures, and learning environments in Alaska. *Rural Connections* 13(1): 25-28. [PDF]

Spellman, K.V., E.B. Sparrow, M.J. Chase, A. Larson, K. Kealy. 2018. Connected climate change learning through citizen science: an assessment of priorities and needs of formal and informal educators and community members in Alaska. *Connected Science Learning* 1(6): 1-24.

Spellman, K.V., A. Deutsch, C.P.H. Mulder, and L.D. Carsten-Conner. 2016. Metacognitive learning in the ecology classroom: a tool for preparing problem solvers in a time of rapid change? Ecosphere 7(8):e01411.10.1002/ecs2.1411. [PDF]

Spellman, K.V. 2015. Educating for resilience in the North: Building a toolbox for teachers. *Ecology and Society* 20(1):46.

Bestelmeyer, S.V., M.M. Elser, **K.V. Spellman**, E.B. Sparrow, S.S. Haan-Amato, A. Keener. 2015. Collaboration, interdisciplinary thinking, and communication: new approaches to K-12 ecology education. *Frontiers in Ecology and the Environment* 13: 37–43.

Spellman, K.V. and C.P. Villano. 2011. Early primary invasion scientists: first graders engage in real research to help battle invasive plants. *Science and Children* 7(1):27-31. [PDF]

Spellman, K.V. 2015. Invasive plants and pollination of Alaskan berry species: integrating ecology and education. Doctoral Dissertation. University of Alaska, Fairbanks, AK. [PDF]

Lisuzzo, N., T. Wurtz, E. Napoleon, G. Smith, W. Charles, L. Mackey, R. Paddock III, **K.V. Spellman,** B.T. Spellman, J. Robinnette, D. Cannon, J. Hamilton, S. Ebbert, L. Lerum, J. Heys, L. Shaw, T. Davis, M. Lamb, S. Trimble, S. Swenson. 2011. KELLUTELLRA ALASKA-M UNGALAQLIRNERA ENIARITULINUN ITRALLERKAANENG KASS'AT YUP'IIT-LLU QANERYARAITGUN / Protecting Southwestern Alaska from invasive species: a guide in the English and Yup'ik languages. USDA Forest Service Alaska Region, Fairbanks, AK, and Center for Alaskan Coastal Studies, Homer, AK.

Villano, K. L., and C. P. Villano. 2008. Weed Wackers: K-6 educators guide to invasive plants of Alaska. Alaska Committee for Noxious and Invasive Plant Management. Fairbanks, AK. 256 pp. [PDF]

Heidi Ann Wood, PT, DPT, MPH
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EDUCATION

University of North Dakota—Fargo, ND 2018-2024
Master's in Public Health: American Indian and Alaska Native Health

University of Colorado – Denver, CO 2010-2013
Doctor of Physical Therapy

Western Washington University – Bellingham, WA 2002-2005
Bachelor of Science in Human Biology and Anthropology, Minor in Chemistry

PROFESSIONAL EXPERIENCE

Tanana Chiefs Conference – Physical Therapy and Integrated Care – Fairbanks, AK 2015-Present
- Comprehensive evaluation and treatment of Alaska Native Individuals
- Treatment of individuals four through 98 years old
- Use of video technology for care
- Management of staff
- Development of communication system between Alaska Native Medical Center and Tanana Chiefs Conference to best manage orthopedic patients

Adient Orthopedic Physical Therapy – Fairbanks, AK 2013-2015
- Comprehensive evaluation and treatment of patients with orthopedics injuries
- Staff Physical Therapist

CERTIFICATIONS

Level One Dry Needling	Nov 2023
Clinical Instructor Certification Physical Therapy	Nov 2018
Graston Technique, Level One Practitioner	Oct 2014
Lee Silverman Voice Treatment BIG Certified Therapist	Jan 2013
Yandara Yoga Institute – Todos Santos Mexico	April 2008

PROFESSIONAL DEVELOPMENT

Foundations of Leadership and Management	2023
Level One Dry Needling	2023
Advanced Topics of Pregnancy & Postpartum PT	2020
Fundamental Topics in Pregnancy and Postpartum PT	2019
Evaluation and Manual Therapy for Temporomandibular Joint Dysfunction	2015
Developing Positive Emotional Habits	2013
Advanced Joint Manipulation	2012
Medical Spanish	2012
The Female Athlete Triade	2011
Yoga and Pilates in Physical Therapy	2011

PROFESSIONAL ORGANIZATIONS

Alaska Physical Therapy Association	2013-Present
Young Professionals Council	2014-2017
American Physical Therapy Association	2010-Present
Certified Yoga Instructor with Yoga Alliance	2008-2017

PREVIOUS EMPLOYEMNT

Adjunct Faculty Yoga Instructor, University of Alaska Fairbanks—Fairbanks, AK	2009-2010
Physical Therapy Aide, Fairbanks Urgent Care Physical Therapy—Fairbanks, AK	2008-2009
Commercial Fisherman, Full Moon Fisheries—Dillingham, AK	2007-2009
Substitute Teacher, Fairbanks North Star Borough School District—Fairbanks, AK	2006-2010
Sternman, Kathleen Lobster Fishing Vessel—Mohegan Island, ME	2007
Undergraduate Teaching Assistant, Human Anatomy and Physiology and Biology 101 (for credit)—Bellingham, WA	2003-2004
Undergraduate Research Assistant—Bellingham, WA	2003-2005

SERVICE

Hockey Club Fairbanks 6U Volunteer—Fairbanks, AK	2023-Present
Junior Nordics Parent Volunteer—Fairbanks, AK	2022-Present
Pearl Creek Parent Teacher Organization—Fairbanks, AK	2022-Present
Fairbanks Children's Museum Board Member —Fairbanks, AK	2021-Present
Alaska Physical Therapy Association Board Member	2021-2022
KUAC Phone Bank Volunteer—Fairbanks, AK	2015-2023
Equinox Marathon Volunteer—Fairbanks, AK	2015
Midnight Sun Run, Medical Staff Volunteer—Fairbanks, AK	2015
Chena River Run, Medical Staff Volunteer—Fairbanks, AK	2015
Golden Mile Race, Logistics Volunteer—Fairbanks, AK	2014
North Star Ballet, Medical Staff Volunteer 2013—Fairbanks, AK	2013
National Public Parks Tennis Wheelchair Championship—Denver, CO	2012
Rock 'N' Roll Marathon, Medical Staff—Denver, CO	2011
Mile High Down Syndrome: Step Up For Down Syndrome Charity Walk –Denver, CO	2011
Stout Street Clinic, Clinic for homeless and indigent population—Denver, CO	2011-2012
9 News Health Fair, posture and balance screens –Denver, CO	201
National Western Stock Show, health screens—Denver, CO	2011
Relay for Life, American Cancer Society—Fairbanks, AK	2008-2011
Yoga Club University of Alaska Fairbanks—Fairbanks, AK	2009-2010
Remar Children's Orphanage, volunteer—Cuenca, Ecuador	2006
Alcohol and Other Drugs, Lifestyle Advising Group Coordinator—Bellingham, WA	2003-2005
Special Olympics of the Tanana Valley—Fairbanks, AK	2001-2002

Maurine McGinty

(907)888-6034 Cell* P.O. Box 60662* Fairbanks, Alaska 99706

SUMMARY OF QUALIFICATIONS:

- Excellent analytical problem-solving, applying and providing different views of data
- Experience in dealing with confidential information
- 10+ years of experience managing several special projects
- 10+ years of experience with database systems.
- 10+ years supervisory experience
- 7+ years of developing and managing annual budgets
- Experience in improving processes that improve efficiency, accuracy and productivity

TRAINING AND CERTIFICATIONS:

November 2013 **Doyon Leadership Training** **Fairbanks, AK**

- 10 month intensive program that builds professional and personal development

EDUCATION:

May 2024 **University of Alaska Southeast** **Juneau, AK**

- Masters in Public Administration
- Emphasis in Rural Development

May 2012 **University of Alaska Fairbanks** **Fairbanks, AK**

- Bachelors of Business Administration in Management & Organizations
- Chancellor's & Dean's list recipient
- Honor Society

May 2001 **Andrew K. Demoski High School** **Nulato, AK**

High School Diploma

WORK EXPERIENCE:

07/2021-Current **Tanana Chiefs Conference** **Fairbanks, AK**

Self-Governance Manager

- Federal Funding and grant management
- Negotiations with office of self governance
- Manage annual funding agreement with the Bureau of Indian Affairs
- Manage the BIA budgets for all tribes not in compact
- Manage staff and programs
- Work directly with Tribal Councils and Tribal Administrators
- Assist with Codes and Constitutions

08/2020-7/2021 **Tanana Chiefs Conference** **Fairbanks, AK**

Head Start Assistant Manager

- Assist in regulatory compliance and accreditation
- Prepare and monitor program budgets over $1m
- Preparation and submission of contracts
- Maintain and track expenses against encumbrances
- Interface with ORACLE Enterprise system
- Prepare and maintain policy and procedure documents
- Manage O&M Manuals

11/2018-8/2020 **Tanana Chiefs Conference** **Fairbanks, AK**

Facilities Administrator

- Assist in regulatory compliance and accreditation
- Prepare and monitor program budgets over $1m
- Management of Project Contracts
- Maintain and track expenses against encumbrances
- Interface with ORACLE Enterprise system
- Prepare and maintain policy and procedure documents
- Manage O&M Manuals
- CAIHC $80 million dollar contract

1/2012-09/21/2018 **Doyon Foundation** **Fairbanks, AK**

Scholarship Program Manager

Manage $500,000 Scholarship Program
Coordinate presentations, outreach, student's services and network to reach more students
Process +1,000 applications each semester, prepare reports to Board with scholarship and demographics

1/2015-Current **Blueberry B&B** **Nulato, AK**

Owner/Partner

Operates a bed and breakfast in Nulato, AK since 2015, responsible for all business licenses, invoicing clients, monthly accounts payable, hiring contractors as needed, and yearly taxes.

01/08-07/11 **Fairbanks Native Association** **Fairbanks, AK**

Executive Secretary

Support for Executive Director
Monthly meeting minutes and annual meeting
Coordinated FNA Annual Potlatch and Miss FNA Pageant
Back-up for payroll department
Coordinated and attended Annual strategic planning session

08/06-01/08 **Fairbanks Native Association** **Fairbanks, AK**

HR Specialist

Maintained and report running from HRIS database
Manages personnel files
Manage and administer the annual audit process
Promoted to Executive Secretary

08/05-08/06 **Fairbanks Native Association** **Fairbanks, AK**

Payroll Technician

Check timesheets for accuracy, payroll, documentation and payment request vouchers
Communication with all employees
Completed journal entries, 941 taxes and printing payroll reports from payroll database
Promoted to HR Specialist

APPENDIX E

Administrative Policy Manual

Pearl Creek STEAM Charter School

PARENT HANDBOOK

PEARL CREEK STEAM CHARTER SCHOOL serves an energetic, involved community. The staff is committed to excellence. Parents are viewed as "first teachers." We appreciate working cooperatively to teach all students.

Our Mission: Pearl Creek STEAM Charter students engage in interdisciplinary project- and place-based learning and use critical thinking, creativity, and innovation to solve real-world problems and develop the confidence and skills necessary for a technologically advanced future.

The content of the parent handbook is not intended to be all inclusive, or **exhaustive**. It reflects areas of importance to Pearl Creek and reinforces critical items pertinent to our mission. Other questions should be addressed to the principal.

Attendance Policies

School begins promptly at 9:15 a.m. and concludes at 3:45 p.m. Beginning at 9:00 a.m., staff members supervise students outside on the playground and at the school entrances. Prior to that time, students shall not enter the building and should not be dropped off early. During recesses and before/after school, students are expected to remain outside when the temperature is above -20 degrees. Students shall be dressed in appropriate clothing to accommodate an arctic setting, including proper footwear.

Absences

Absences require notification from a parent or legal guardian by one of the following methods:

a. Written or e-mail explanation from a parent or legal guardian.

b. Phone call from a parent. Call 479-4234 and press 1 to leave a message.
c. All absences must be excused within 24 hours.
Pearl Creek feels absences negatively impact student achievement and will be monitored by the school principal and brought to the attention of parents when they accumulate to over 5 unexcused school days. Please communicate with the school office and your child's teacher to help track your child's attendance accurately.

Tardiness
Those arriving at school after 9:25 a.m. or leaving before 3:45 p.m. should report to the office for an attendance slip. Parents must come into the office to sign their child out and the students will be called to the office. This is to ensure the safety of your child.

Make-Up Work for Illnesses
Teachers will provide assignments for students who are absent from class due to illness and will indicate the length of time during which make-up work will be accepted.

Vacations
It is helpful to know in advance about vacations and their duration. Please inform **both** the **classroom teacher** and the **attendance secretary** of planned absences. Students can obtain vacation work packets from the front office. Grades will be assigned for students who attend a minimum of 20 days.

Behavior Expectations
1. Respectfully follow directions of adults.
2. Swearing, cruel teasing, or put-downs and bullying will not be permitted.
3. Use hands, feet, and objects safely.
4. Walk quietly in the building.
5. Encourage respect and cooperation.
6. Respect the property of others.
Conduct that interferes with the educational process or the lawful activities of others is prohibited. Meeting with the principal and notification to parent/guardian may be required by the teacher or staff member.

Disciplinary action may occur for violation of school district policy. Each pupil is under the control and direction of the principal or teacher in charge of the school.

Restricted & Prohibited Items at School
Radios, electronic games, trading cards, CD players, cameras, video games, and gum are all subject to restriction at school. In general, these items should not be used, seen or accessible during the school day. Exceptions may be made for special needs or activities, but we cannot be responsible for the potential loss, damage, and/or friction these items cause. Students are discouraged from bringing large sums of money to school as we are unable to assure proper security. Cell phones may only be used in the office waiting area, or outside, before or after the school day, with direct permission from the closest supervising adult.

Inhalants, explosives, laser pens, lighters, weapons, or objects that look like weapons, or any object used like a weapon, aerosols and breath fresheners containing alcohol are not allowed at Pearl Creek. This list is not exhaustive and any object used in misconduct or aggression may be confiscated. These items may be confiscated permanently and may carry disciplinary consequences depending on the situation. Students are advised to self-disclose if they have prohibited items at school.

Bicycles
Bicycles on roadways are subject to state law. They must be ridden on the bike path or with the traffic on the roadway. Riders must wear helmets on school property. Helmets are required for class trips with bicycles. It is impossible to provide assurance of their safety. Security of bikes cannot be assured. Students who cause safety concerns or who must repeatedly be reminded to follow rules, may lose their right to ride their bikes to school. Bikes may be confiscated and held for a parent to pick up. Unauthorized motorized vehicles are not permitted on school property.

Cold Weather and Winter Preparedness
Students are expected to dress appropriately, for health and safety, and for all our weather. This includes coats, snow pants, boots, hats and mittens. Shoes must be worn at all times. Children may be directed to come to the office if they are in danger of physical harm due to inappropriate dress. Parents will be contacted if this occurs.

Cell Phones
Phone calls on cell phones may be made in the cell phone zone, right in front of the office, before and after school. Cell phones must be turned off and kept in the student's locker or backpack during the school day. All electronic devices will be put away at the first bell. If students have them in their possession during the school day, they will be confiscated and may be returned at the end of the day. If an item is confiscated for a second time or any subsequent offense, it will be returned only to a parent/guardian in person.

Computer Use
An "Appropriate Use Form" must be signed before a student may use school district computers. Computer and technology use in school is for educational purposes only and will happen with the direct supervision and direction of an instructor.

Curbside Drop off-Pick up
Please do not park at the curb and vacate your vehicle when dropping off or picking up students. If you have to enter the building for any reason, please park in a designated parking spot.

Dress Code
District policy states that student's attire should not pose a threat to public or personal health and safety, or be disruptive or distracting to classroom activity or student behavior. Students should adhere to the following:

- No provocative clothing such as spaghetti straps or bare shoulders, low necklines, halter tops, bare midriffs, bare backs, short shorts or clothing that reveals underwear.
- No shoes with wheels and flip flops/sandals are not allowed for recess.
- Articles of clothing that advertise, depict the use of, or condones inappropriate language, drugs, alcohol, tobacco, violence, sexual behavior/innuendo, or suicide, or that disparages or humiliates any group, individual, national origin, gender, race, or disability are strictly forbidden.
- No wallet chains, spiked collars, safety pins, chokers, or bike chains around the neck or any jewelry which poses a hazard or distraction.

Each student will assume full responsibility for his/her complete mode of dress.

Health
Regular attendance at school is critical, but please do not send your child to school if he/she is ill. General health guidelines promote keeping a child home until they are fever free for 24

hours. If your child has been absent from school, please make a call or send a note to the teacher and office. Children who are in school will be expected to participate in class activities and recess. A physician's note or medical plan is required to modify a student's day or activities. If a student has had a significant medical procedure, (ie: surgery, broken bone), please contact the school. Parents should pick up ill children promptly for the child's wellbeing, and health of all.

Medication Procedures:
All prescription medication must be in a labeled prescription bottle and taken to the nurse's office by the parent. The designated nurse assistant may give Tylenol or Ibuprofen with written or verbal permission from the parent. Other non-prescription medications cannot be given by the nurse or self-administered by the student. Parents may visit the school to give other non-prescription medications if needed during the school day. Please inform the school if your student has received medication before the start of the school day. Please include the name of the medication and the amount administered.

Homework
The school believes that homework may be assigned in grades 4-6. Optional homework may be given in grades K-3. Each classroom teacher will inform students and parents about the homework expectations and grading policies for their class. In the intermediate grades students and parents should familiarize themselves with PowerSchool Premier to regularly monitor assignments and grades online.

Insurance (Medical)
The school district does not provide automatic coverage if your child is injured at school. If your child is not covered by a parent or guardian's health insurance policy, the school district has arranged for a commercial carrier to make low cost insurance available to all public-school students. If you need an application or have questions, please contact the Fairbanks North Star Borough School District Risk Management Office at 452-2000 X 11303. Our school nurse can also help with Denali Kid Care applications.

Lockers/Desks
Lockers will be assigned to those students in classrooms without cubbies and are not to be exchanged. Personal locks are not permitted on lockers. Problems resulting from abuse will necessitate loss of locker privileges. Students should not put stickers on their lockers, only magnets. Lockers/desks are provided for the convenience of the students. The school reserves the right to search lockers/desks for the purpose of securing property, maintaining adequate sanitation, and inspecting for prohibited articles.

Lunch Program
Students will have a 30-minute lunch period. Applications for free and reduced lunch are available from the office or on-line at the district website. We encourage nutritious choices for lunch and snacks. Food and drinks should not be taken into the halls, bathrooms or on the playground unless the classroom teacher is with the class.

Newsletters, Field Trips, Activities
Parents are always invited to participate in field trips and we will try to notify you well in advance of these activities. Permission is not required for curriculum related trips, but will be requested for voluntary recreational activities or extracurricular functions.
Check the teacher's newsletter for more information.

Parent Input Regarding Class Placement

Pearl Creek accepts timely input concerning class placement. Placement is based on total numbers in each class, ratio of boys and girls, cultural backgrounds, range of ability levels, special academic needs, special behavioral needs, and learning/teaching style. Firsthand input from your child's current teacher and staff is utilized.

Parent Volunteers

Pearl Creek's vital group of volunteers assists with clerical work, tutoring, instruction, and presentations. Persons interested in volunteering should contact the office or classroom teacher. Parents and guests are to sign in at the office. The very act of caring for your child, getting him or her to school regularly, following up on school work, and communicating is a tremendous help to our program.

Pets and Animals

Animals are not to be brought to school nor kept at school, without permission from the office. Permission will be granted under carefully supervised circumstances to assure the safety and health of students and the pet.

Phone

Students should not use phones to plan social activities or have someone else assume student responsibilities (forgotten homework, materials, notes, tennis shoes, etc.). Use of the school phones will be granted by permission from staff members only. Staff members are not able to take calls during class time. You are welcome to use the teacher's voice mail, which may not be checked until the end of the school day. Our school phone number is 907-479-4234.

Records

It is imperative that parents provide current addresses, phone numbers, and emergency contacts. Pertinent court orders, custody agreements or legal documents must be properly signed, dated, and in the student's file to make it possible for us to be responsive to the terms. If changes in address, phone numbers or emergency contacts occur, please notify the front office so records can be maintained with current information.

Solicitation of Funds or Services

Funds or services will only be solicited by or from students within the school under special circumstances. These activities must have the approval of the school principal. Persons wishing to display posters or distribute flyers, must clear them beforehand with the district. Please check the Principal's newsletter for school and community events.

Supplies and Equipment

Students are expected to come to class prepared and to provide their own paper and pencils. Individual teachers may indicate additional supplies needed for their classrooms. These lists will be provided to students at the beginning of school.

Textbooks

When textbooks are furnished to students, the book's condition is noted. The student's name should be put in the book to facilitate return if lost. We prefer to locate lost books rather than to charge for them. If a text book is damaged or lost, the student is responsible for replacement or repair costs, according to district policy. Collected fines will be turned in to the office. Students are expected to treat school property with respect. If a student loses a textbook or a library book during the course of the school year, he/she will be required to reimburse the school for the cost of the book.

Nondiscrimination Notice

~The Fairbanks North Star Borough School District does not discriminate on the basis of race, color, religion, sex, age, national origin, disability, marital status, pregnancy, sexual orientation or veteran status.

~The Fairbanks North Star Borough School District does not discriminate on the basis of sex in violation of Title IX of the Education Amendments of 1972 in the educational programs or activities which it operates.

~The Fairbanks North Star Borough School District does not discriminate on the basis of disability in violation of Section 504 of the Rehabilitation Act of 1973. This includes admission or access to, or treatment or employment in its programs, services, and activities. Individuals requiring further information should contact the designated compliance director:

Director of Employment and Educational Opportunity
520 Fifth Avenue
Fairbanks, Alaska 99701
(907) 452-2000 ext. 11379
Fax (907) 452-3172
janejira.smith@k12northstar.org

Pearl Creek STEAM Charter School Handbook Revised August 2025
District Policies and Administrative Regulations are available in their entirety at www.k12northstar.org. Calendars of school events and other school specific information is available at Pearl Creek's website, located through the district's website.

APPENDIX F

Instructional Program and
Research Based Evidence of Program Choices

Pearl Creek STEAM Charter School

Detailed Grade Level Instructional Program

Kindergarten

The Pearl Creek STEAM Charter School is dedicated to providing a dynamic, interdisciplinary learning environment that integrates STEAM principles into Kindergarten curriculum. Our program aligns with SOA statutes and adheres to the Alaska Early Learning Guidelines to ensure that young learners develop foundational skills in critical thinking, creativity, and problem-solving.

The Pearl Creek STEAM Charter School Kindergarten curriculum is designed to foster holistic development across key domains:

- **Physical Well-Being, Health, and Motor Development**: Emphasize activities that enhance gross and fine motor skills, promote health and personal care routines, and instill safety awareness. For instance, children engage in various physical activities such as walking, climbing, and choreography to build stamina and coordination. They also practice basic personal care routines, like handwashing, to develop independence in health skills.
- **Social and Emotional Development**: Support children in building trust with adults, developing friendships with peers, and understanding and managing emotions. Activities are designed to encourage cooperative play, empathy, and effective communication.
- **Approaches to Learning**: Cultivate curiosity and initiative by encouraging children to ask questions, explore new ideas, and engage in problem-solving. Through project-based learning, students develop persistence and the ability to work collaboratively.
- **Cognition and General Knowledge**: The curriculum integrates place-based STEAM concepts to enhance cognitive development. Children participate in hands-on experiments, explore basic engineering principles through building projects, engage with technology in age-appropriate ways, explore beginning math concepts, and integrate art across all concepts in various forms such as visual arts, drama, and music.
- **Communication, Language, and Literacy**: Aligned with the Alaska English Language Arts Standards and Alaska Cultural Standards, PCSC will focus on developing listening, speaking, reading, and writing skills. Children are introduced to a variety of texts, participate in storytelling, develop phonemic awareness, and practice writing letters and simple words to build foundational literacy.

Sample Daily Curriculum Based on Unit Themes:

Boreal Ecology: Exploring the Natural World

- **Morning Circle**: Discuss the day's theme and introduce the story and vocabulary related to local wildlife.
- **Literacy Activity**: Read a story about Alaskan animals and discuss their habitats.

- **Science Exploration**: Nature walk to observe and collect leaves, followed by a classification activity.
- **Art Project**: Create leaf rubbings and assemble them into a class mural.

Building and Engineering:

- **Morning Circle**: Introduce basic engineering concepts using local examples and simple machines.
- **Math Activity**: Explore shapes and their properties through building blocks.
- **Engineering Challenge**: Design and construct a simple bridge using classroom materials.
- **Reflection**: Discuss what designs worked well and what could be improved.

Artistic Expression:

- **Morning Circle**: Explore different forms of artistic expression, focusing on music, dance, and storytelling.
- **Music and Movement**: Learn a traditional Alaska Native dance.
- **Art Activity**: Create musical instruments using recycled materials.
- **Performance**: Students perform their dance using the instruments they've created.

Technology and Coding:

- **Morning Circle**: Discuss the role of technology in everyday life.
- **Literacy Activity**: Read a story about a robot and discuss its functions.
- **Coding Exploration**: Introduce basic coding concepts using age-appropriate apps or games.
- **Art Activity:** Imagine an invention to design and share through art media.
- **Hands-On Activity**: Use simple coding toys to navigate a maze.

Walk-to-STEAM Lab Day Example:

- **Morning Circle**: Review the week's content and introduce the day's activity.
- **Science Experiment**: Investigate the properties of water through melting and freezing activities.
- **Documentation**: Introduce the scientific method and have students draw and describe their observations in science journals.
- **Sharing Circle**: Students share their findings and reflect on the week's learning.

This sample curriculum illustrates PCSC’s commitment to integrating STEAM principles into daily activities, fostering an engaging and comprehensive learning experience for our kindergarten students.

Grades 1-6

The Pearl Creek STEAM Charter School curriculum for grades 1-5 emphasizes foundational knowledge, skill-building, and hands-on exploration. Each grade level integrates core academic subjects with STEAM-focused inquiry and interdisciplinary projects.

Grade 1-6: Foundations in STEAM

Nature and Science Exploration

- Discuss local ecology, habitats and seasonal cycles.
- **Science Activity:** Explore the surrounding boreal forest trails to look for evidence of animal life.
- **Art Project:** Nature journaling, for example, John Muir Laws method.
- **Math Activity:** Recording data and graphing observations from nature walks.

Engineering and Creativity

- **Literacy:** Read a story about inventors and discuss problem-solving. Try to find examples of local applications.
- **Engineering Challenge:** Using the knowledge gained from the literature, build a prototype using everyday materials.
- **Reflection:** Group discussion on successful designs, methodologies and potential improvements.

Digital Discovery

- **Technology:** Introduce basic coding with real-world examples and simple programming apps.
- **Writing:** Compose a short story about a robot or potential invention to solve a real-world problem.
- **Science Lab:** Give students the opportunity to apply learned skills to code a simple program.

Social Studies and Cultural Integration

- **History:** Research local Indigenous engineering and architectural achievements.
- **Art:** Create models of traditional dwellings.
- **Community Outreach:** Local Indigenous Elders are invited to share their stories and knowledge. Invite a local engineer or scientist to share their experiences and knowledge with the class.

STEAM Lab Day Examples

- Student choice inquiry projects.
- Collaborative group experiments.
- Maker space projects.
- Presentation of weekly findings and reflections.

- Local field trips connecting to STEAM Unit themes.
- Capstone art projects through visual, multimedia, musical, or performance art.

The Pearl Creek STEAM Charter School's educational plan for grades 1-6 is designed to inspire innovation, deepen academic knowledge, and prepare students for future STEAM careers. By integrating Alaska's academic standards with project-based and inquiry-driven instruction, we cultivate problem solvers, innovators, and lifelong learners.

The Pearl Creek STEAM Charter School's commitment to community engagement, family involvement, and continuous assessment ensures student success and the sustainability of the program.

Example of an original Kindergarten unit written by Pearl Creek Teachers building to the Capstone Experience for the grade level

Food for Our Community: Unit Overview- LS1.C

This **STEAM** unit, "Food for Our Community," is designed for **Kindergarten students**. It uses a project-based learning approach to explore where our food comes from, with a specific focus on the unique food sources and community systems of Alaska. Students will engage in hands-on activities, including planting and harvesting our school garden to understand the journey of food, from the soil and water to our plates. The unit incorporates placed based learning of indigenous people to help further understand the connection between land and people. The unit culminates in a shared community meal or food market, where students can showcase their learning and share their creations.

Big Idea: Food connects us to our land and our community.

Driving Question: How can we, as scientists and artists, help our community grow, find, and share healthy food?

Learning Objectives

Students will be able to:

- **Science: LS1.C** Identify various food sources in Alaska, including those land and sea. Understand the basic needs of plants and animals for growth.
- **Technology:** Use digital tools to research and document food journeys. Use simple machines to prepare food.
- **Engineering: K-2-ETS1-1** Design and build a small-scale garden or a system to grow food.
- **Art:** Create visual art that represents different food sources and cultural food traditions.
- **Math: K.CC.4, K.MD.3**-Measure ingredients, count food items, and sort and graph different types of food.

  Cultural Connections-**Berry Magic Lesson-Written by Teri Sloat and Betty Huffmon, Illustrated by Teri Sloat-see attached document**

  Collaborate with Denakkanaaga and Elders to go berry picking

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Sample Activities by Discipline

S: Science

- **From Seed to Plate:** Students will plant seeds (e.g., fast-growing vegetables like radishes or leafy greens) in a classroom garden/school garden. They will observe, measure, and record the plant's growth in a science journal. This activity can be expanded to include hydroponics, a method of growing plants without soil, which is often used in Alaska.
- **Alaskan Food Web:** Using pictures of Alaskan animals and plants (moose, salmon, berries, spruce trees, etc.), students will create a simple food web to understand the connections between different living things.
- **Food Scavenger Hunt:** Take students on a nature walk or a trip to a local greenhouse/school garden to identify different food sources. They can collect and sort items by their origin (e.g., from a garden, the sea, or a store).

T: Technology

- **Storytelling:** Students will use a simple app or software to create a digital story or slideshow about the journey of their favorite food, from its source to their kitchen. They can draw pictures, record their voice, and add text.
- **Simple Machines for Food:** Introduce students to simple machines like levers and wedges by having them use tongs to sort berries or a plastic knife to cut soft food.

E: Engineering

- **High Tunnel Design Challenge:** In Alaska, high tunnels are a common way to extend the growing season. Students will use materials like plastic wrap, craft sticks, and pipe cleaners to design and build a small-scale high tunnel to protect a model garden. They will test their designs to see which one best covers the "crops."
- **Berry-Picking Tool:** Challenge students to design and build a tool for harvesting "berries" (e.g., small beads or pom-poms) from a model bush. Emphasize preserving the health and safety of the plant. They will use materials like cups, string, and cardboard.
- **Food Preservation System:** Students will learn about how people in Alaska preserve food. They can design a model smokehouse using cardboard and straws or create a model drying rack for "fish" (cut-out paper shapes). Including making akutaq as a food preservation technique.

A: Art

- **Edible Art:** Students will create art using various food items. They can make mosaics with dried beans and pasta, or create collages with different kinds of cereal, nuts, and seeds.
- **Food Illustrations:** Students will draw or paint their favorite Alaskan foods, such as salmon, berries, or moose. They can also create artwork to illustrate the book they read in the literacy component of the unit.
- **Community Cookbook:** Students will contribute a page to a class cookbook. Each student can draw a picture of a favorite family food and, with help from a teacher, write the name of the food and a few words about what makes it special. The finished cookbook can be a gift to the community.

- **Iris Sutton Inspired Artwork:** Invite Iris Sutton as an artist in residence to complete root vegetable painting.

M: Math

- **Sorting and Graphing:** Students will sort and count different types of food (e.g., vegetables, fruits, proteins). They will then create bar graphs as a class to represent their findings.
- **Recipe Measurement:** When doing cooking activities, students will practice measuring ingredients using cups and spoons. This is a great way to introduce fractions in a hands-on way (e.g., "We need 1/2 a cup of berries").
- **Budgeting for a Feast:** Give students a pretend budget and a grocery store flyer. They will "shop" for ingredients for a classroom meal, practicing addition and subtraction as they stay within their budget.

Unit Culmination

The unit culminates in a “Farm to Table” school community harvest festival. Students will include produce from school and will be encouraged to bring food from home gardens. Students will showcase their projects and share their learning with parents and other classes. This event reinforces the central theme of how food connects us to our community and the unique environment of Alaska.

Students will have the opportunity to attend a series of field trips to locations around Fairbanks that are part of our local food system. These will include the food bank, local grocery stores, local greenhouses, and the landfill.

*See link for Berry Magic by Teri Sloat and Betty Huffmon, Illustrated by Teri Sloat

https://drive.google.com/file/d/1-CK41YW0XUxrhrhoBW8EUbDPN0Y8Shcj/view?usp=sharing

Special Classes That May Be Offered by PC STEAM Charter

Physical Education

Pearl Creek STEAM Charter School's Physical Education (PE) program is designed to promote lifelong fitness, teamwork, and outdoor exploration by incorporating the surrounding boreal forest. By utilizing the surrounding natural landscapes in conjunction with the PCSC gymnasium, students engage in a variety of indoor and outdoor activities, including snowshoeing, cross-country skiing, hiking, and ice skating. Our program aligns with SOA standards for PE and integrates movement, wellness, and environmental appreciation.

PE Curriculum Overview

The PE curriculum emphasizes skill development, endurance, teamwork, and outdoor safety. Activities are adapted to seasonal changes to ensure year-round engagement and learning opportunities.

Core Components:

- **Cardiovascular Endurance:** Activities such as skiing, hiking, and skating improve heart and lung health.
- **Strength and Coordination:** Outdoor exercises enhance muscle development and motor skills.
- **Teamwork and Sportsmanship:** Cooperative activities and group challenges build social and leadership skills.
- **Environmental Awareness:** Students learn about local ecology and how to safely navigate outdoor terrain.
- **Personal Wellness:** Encouraging lifelong habits of physical activity and healthy decision-making.

Sample Seasonal Curriculum:

<u>Fall (August - October)</u>

- **Hiking and Trail Exploration:**
    - Learn proper hiking techniques and trail safety.
    - Identify local flora and fauna.
- **Outdoor Fitness Challenges:**
    - Strength and endurance exercises using natural elements (logs, hills, rocks).
    - Team-building relay races.
- **Outdoor Organized Team Sports:**

    - Learn the rules of common sports and practice working as a team utilizing PCSC outdoor soccer fields and basketball court.
- **Native Youth Olympics**

Winter (November - March)

- **Snowshoeing:**
    - Learn proper snowshoe techniques and winter survival basics.
    - Participate in guided treks to explore winter landscapes.
    - Engage in snowshoe obstacle courses and relay races.
    - Multi-grade snowshoeing activities, allowing older students to mentor younger students.
- **Cross-Country Skiing:**
    - Introduction to classic skiing techniques.
    - Develop endurance and coordination through trail skiing.
    - Learn about proper ski maintenance and safety.
- **Ice Skating:**
    - Balance and agility drills on ice.
    - Basic skating skills (forward skating, stopping, turning).
    - Group games and relay activities to enhance skills.
    - Physical safety of self and others.

Spring (April - May)

- **Hiking and Orienteering:**
    - Explore advanced navigation skills.
    - Participate in eco-awareness projects.
    - Engage in team hikes with problem-solving tasks.
- **Outdoor Team Sports:**
    - Soccer, ultimate frisbee, and cooperative field games.
    - Focus on teamwork, communication, and strategy.

Year-Round Activities

- **Mindfulness and Yoga in Nature:**
    - Breathing exercises and stretching routines.
    - Guided meditation sessions outdoors.
- **Environmental Stewardship:**
    - Trail maintenance and Leave No Trace principles.
    - Collaboration with local conservation organizations.
- **Team and Individual Sports in the Gymnasium**

Music

The Pearl Creek STEAM Charter School music program integrates STEAM with music education through hands-on, grade-appropriate activities. Students explore sound science, rhythm, and digital music creation while designing instruments and experimenting with materials. They connect music to visual arts, movement, and environmental sounds, fostering creativity, and interdisciplinary learning. The program also incorporates cultural music exploration, encouraging students to engage with diverse musical traditions. With an emphasis on technology, collaboration, and real-world applications, this curriculum builds musical understanding while enhancing critical thinking and problem-solving skills across all grade levels.

Example of a 2nd Grade Year-Long STEAM Music Education Plan:

<u>Quarter 1: Exploring Sound and Science</u>

Unit 1: Sound Science (Weeks 1-4)

- Investigate how sound travels.
- Create simple instruments using recycled materials.
- Measure sound waves with visual representations.

Unit 2: Rhythm and Math (Weeks 5-9)

- Count musical beats using fractions
- Pattern recognition in music
- Create rhythm sequences using math patterns

<u>Quarter 2: Music Technology and Engineering</u>

Unit 3: Digital Music Making (Weeks 10-14)

- Introduction to basic music software.
- Recording sounds from nature.
- Creating digital soundscapes.

Unit 4: Instrument Engineering (Weeks 15-18)

- Design and build simple percussion instruments.
- Test different materials for sound quality.
- Explore acoustic properties.

<u>Quarter 3: Art and Music Integration</u>

Unit 5: Visual Music (Weeks 19-23)

- Color and sound relationships.
- Drawing music patterns.
- Creating musical art installations.

Unit 6: Movement and Music (Weeks 24-27)

- Dance and rhythm coordination.
- Musical story creation.
- Geometric dance patterns.

Quarter 4: Environmental Music and Culture

Unit 7: Nature's Symphony (Weeks 28-32)

- Outdoor sound collection.
- Environmental music composition.
- Weather and music connections.

Unit 8: Cultural Music Exchange (Weeks 33-36)

- Alaska Native music traditions.
- World music exploration.
- Make an Alaskan Native drum.
- Final STEAM music project.

Note: Each unit incorporates hands-on activities, cross-curricular connections, and age-appropriate technology use.

Art

The Pearl Creek STEAM Charter School STEAM-integrated art program blends visual arts with STEAM fostering creativity, problem-solving, and interdisciplinary learning. Students explore color theory, movement in art, architectural design, and sustainability through hands-on projects such as sculpture, digital animation, recycled art, and scientific illustration. The curriculum emphasizes observation, mathematical patterns, engineering principles, and environmental awareness, encouraging collaboration and critical thinking. Age-appropriate activities introduce technology and real-world applications, allowing students to develop artistic skills while making meaningful cross-curricular connections. The program culminates in a final STEAM exhibition, showcasing student creativity and innovation.

Example of 4th Grade STEAM-Integrated Art Curriculum:

Quarter 1: Foundations and Nature Connections

- Color theory and scientific principles of light.
- Nature-inspired art using mathematical patterns.
- Environmental art and ecosystem studies.
- Technology tools for digital art creation.
- Engineering principles in sculpture design.

Quarter 2: Movement and Forces

- Kinetic art and simple machines.
- Balance and symmetry in composition.
- Force and motion in mobile creation.
- Digital animation basics.
- Sound and visual art integration.

Quarter 3: Innovation and Structure

- Architectural design principles.
- 3D printing and sculpture.
- Renewable energy art projects.
- Mathematical perspective drawing.
- Scientific illustration techniques.

Quarter 4: Community and Sustainability

- Recycled materials art.
- Community-based art projects.
- Digital storytelling.
- Environmental awareness art.
- Final STEAM exhibition planning.

Key Integration Elements Throughout:

- Scientific observation and documentation
- Mathematical measurements and patterns
- Engineering design process
- Technology integration
- Environmental awareness
- Problem-solving skills
- Collaborative project work

Note: This curriculum aligns with SOA Standards for Visual Arts and STEAM for Grade 4, emphasizing cross-disciplinary connections and hands-on learning experiences.

Research Articles Supporting a STEAM Education Model

Firmansyah, F., & Aslan, A. (2025). T**HE RELEVANCE OF STEAM EDUCATION IN PREPARING 21ST CENTURY STUDENTS.** *International Journal of Teaching and Learning*, *3*(3), 9-16.

Abstract

STEAM (Science, Technology, Engineering, Arts, and Mathematics) education has significant relevance in preparing students for the challenges of the 21st century. With an approach that integrates various disciplines, STEAM education develops critical thinking, creativity, collaboration, and communication skills that are essential for success in the world of work and everyday life. The contextual and practical learning methods in STEAM also increase student motivation and provide a deep understanding of real-world applications. In addition, the integration of the arts enriches students' innovative abilities and adds a humanistic perspective. Overall, STEAM education equips students with comprehensive technological skills and knowledge, making it an important foundation in shaping a generation that is ready to face complexity and contribute positively in the 21st century.

Keywords: Relevance, STEAM Education, 21st Century Students.

Muntazah, A., Apriza, B., & Suprapto, I. (2025). **The Effectiveness of STEAM Learning Model Implementation in Primary School Students' IPAS Learning: A Systematic Literature Review.** *Journal for Lesson and Learning Studies*, *8*(1), 75-85.

Learning in elementary schools still lacks innovative approaches that integrate various disciplines contextually. The STEAM model has the potential to be a solution, and this study aims to analyze its effectiveness in Natural and Social Sciences (IPAS) learning through a Systematic Literature Review (SLR) approach. Literature searches were conducted through the Google Scholar database with a phased approach. The first stage using the keyword “Learning Model” resulted in 314,000 documents. The addition of the keyword “STEAM” in the second stage narrowed the results to 6,640 documents. The third stage adding the keyword “IPAS” yielded 270 documents, while the fourth stage adding the keyword “Elementary School” filtered the results to 246 documents. After strict selection based on the inclusion criteria, 7 relevant articles were obtained for further analysis. The results showed that the STEAM model significantly improved students' critical thinking skills, higher order thinking skills and learning outcomes. In addition, this approach provides in-depth, relevant and contextualized learning experiences, supporting students' holistic development. The implication of this research is the importance of developing a curriculum that supports the systematic and consistent implementation of the STEAM model in primary schools. In addition, teacher training is needed to improve competence in implementing this approach in order to maximize its impact on learning quality. The STEAM model can also be the basis for developing educational policies that are oriented towards the demands of 21st century learning.

Carsten Conner, L. D., Tsurusaki, B. K., Tzou, C., Teal Sullivan, P., Guthrie, M., & Pompea, S. M. (2019). **Fostering a STEAM mindset across learning settings.** *Connected Science Learning*, *1*(12), 12420558.

Abstract

Developing a growth mindset has been identified as a key strategy for increasing youth achievement, motivation, and resiliency (Rattan et al. 2015). At its core, *growth mindset* describes the idea that one's abilities can change through using new learning strategies and receiving appropriate mentoring (Dweck 2008). In contrast, a *fixed mindset* relates to the idea that ability is inherent and cannot be changed. We have taken up the concept of growth mindset and developed it specifically for the context of STEAM (science, technology, engineering, art, and math), a growing area of focus in both in- and out-of-school learning. We think of STEAM as more than just adding art to STEM or STEM to art—instead, we view STEAM as an approach that involves deep integration of overlapping art and STEM practices. Combining STEAM and the concept of mindset is especially helpful for intentionally bringing recognized identity-building features of out-of-school environments into the classroom, such as a sense of playfulness, open-ended exploration, and personal relevance. In this article we discuss our rationale and process in developing the concept of a "STEAM mindset" and illustrate how it can support youth and educator learning. Built on the foundations of the growth mindset concept, a *STEAM mindset* further emphasizes the ideas of quieting the inner negative voice, engaging in self-compassion rather than judgement, and promoting creative practice, as described in the sections below.

Quigley, C. F., Herro, D., & Jamil, F. M. (2017). **Developing a conceptual model of STEAM teaching practices.** *School science and mathematics*, *117*(1-2), 1-12.

Abstract

STEAM, where the “A” represents arts and humanities, is considered a transdisciplinary learning process that has the potential to increase diverse participation in science, technology, engineering, and math (STEM) fields. However, a well-defined conceptual model that clearly articulates essential components of the STEAM approach is needed to conduct empirical research on STEAM's efficacy–in particular, the teaching content that should be considered when enacting STEAM teaching practices. This paper proposes a conceptual model of STEAM, providing educators with the opportunity to teach effectively using transdisciplinary inquiry. The instructional content domain of the model includes problem-based delivery, discipline integration, and problem-solving skills.

Science, technology, engineering, and math (STEM) is currently recognized and widely used as a meta-discipline that links applications in content area disciplines such as STEM to create knowledge as a whole (Johnson, 2012). Economic, political, educational, and world leaders and organizations support STEM-focused teaching as a way to increase academic rigor in schools and introduce students’ skills and knowledge that are of growing importance to tomorrow's workforce. The goal of such initiatives in instilling STEM in classrooms is not to create more scientists, engineers, or mathematicians (Vasquez, Sneider, & Comer, 2013), but instead to develop capable students who can function in a highly technological world that draws upon multiple disciplines. Consequently, STEM education policy continues to increase (Johnson, 2012).

Muzaini, M. C., Khoiriyah, Z., Khabib, M. A., & Kuncoro, R. (2024). **Effectiveness of STEAM-Integrated Project-Based Learning to Improve Creative and Collaborative Thinking Skills of Elementary School Students.** *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, *14*(1), 106-120.

Abstract This study aims to describe the effectiveness of STEAM-integrated project-based learning in improving elementary school students' creative thinking and collaboration skills. The subjects of this study were at Babarsari State Elementary School, Depok Subdistrict, Sleman Regency, consisting of 14 grade V (five) students, with a composition of 8 male students and 6 female students, selected through purposive sampling technique. The type of research used was Classroom Action Research. Data were collected through interviews, observations, and tests. Data analysis was conducted using qualitative and quantitative techniques. The results showed that applying project-based learning models integrated with STEAM improved students' creative and collaborative thinking skills and learning outcomes. Students' creative and collaborative thinking skills increased from 26% and 28% to 78% and 80%, showing an increase of 52%. In addition, the average completeness of student learning outcomes increased from 21% to 79%, with a specific increase in the social studies learning outcomes of grade V students by 58%. This research highlights the effectiveness of the STEAM approach in improving students' skills and learning outcomes.

Mislah, M., Patonah, S., Indiati, I., Hayat, M. S., & Siswanto, J. (2025). Systematic literature review: **The impact of the STEAM learning approach on critical thinking skills in science education.** *Journal Pendidikan Informatika dan Sains*, *14*(2), 175-185.

This study aims to systematically examine empirical evidence from the past five years regarding the impact of the Science, Technology, Engineering, Art, and Mathematics (STEAM) approach on students' critical thinking skills at the primary and secondary education levels. A qualitative Systematic Literature Review (SLR) method was employed. The literature was collected via Google Scholar, focusing on publications from 2019 to 2024, using a combination of keywords in both Indonesian and English. Out of 98 articles initially identified, only ten were selected based on inclusion and exclusion criteria, and further assessed using the Joanna Briggs Institute Checklist for quality appraisal. Data were analyzed using thematic analysis, categorizing studies based on educational level, subject matter, learning models, research methods, instruments used, and research outcomes. The review findings indicate that approximately 90% of the studies reported a significant improvement in students' critical thinking skills through the implementation of Project-Based Learning (PjBL) integrated with STEAM. The most substantial effects were observed at the senior high school level, particularly in Physics and Biology subjects. At the elementary level, the STEAM approach was more effective when combined with play-based or exploratory learning activities. In junior high schools (SMP and MTs), STEAM served as a bridge between foundational conceptual understanding and the development of analytical skills. These findings highlight that the effectiveness of STEAM is highly contextual and influenced by students' cognitive readiness, teacher support, and the socio-economic conditions of schools. The study concludes that STEAM should not be viewed merely as a pedagogical strategy, but as an adaptive educational practice. Practical implications include the need for differentiated instructional strategies, equitable access to learning resources, and teacher training programs to support more widespread and equitable implementation.

Brouillette, L., & Graham, N. J. (2016). **Using arts integration to make science learning memorable in the upper elementary grades: A quasi-experimental study.** Journal for Learning through the Arts, 12(1).

Abstract:

The study tested the hypothesis that the arts might provide upper-elementary students, who were still concrete thinkers, with a powerful means of envisioning phenomena that they could not directly observe. This study investigated the impact of STEAM lessons on physical science learning in grades 3 to 5. Ten out of the 55 high-poverty (Title 1) elementary schools in a large urban district in California were randomly chosen as treatment schools and divided into two cohorts. Using a quasi-experimental design that holds general student scientific achievement constant, the study found that students exposed to the STEAM lessons demonstrated greater improvement on physical science benchmark assessments than students exposed to a STEM-only physical science curriculum.

Key Findings:

Students who received nine hours of STEAM instruction made improvements in their science achievement. When controlling for all other factors, students who received the STEAM instruction from a well-trained teacher went from the 50th percentile to the 63rd percentile in the district science assessment. The gain is significant given that there were only nine hours of exposure to the intervention.

Significance of the Findings:

Previously it was assumed that the most significant gains from arts integration in science were among English learners. However, the results of this study suggest that benefits are not limited to English learners, a range of high-poverty learners can share the gains. The study demonstrated that all students could potentially benefit from integrated STEAM, helping them envision phenomena that they were not able to directly observe.

Overview of English and Language Arts Curriculum Support from *Open Up*

From the Open Up Website

Six-Module Choice

The 2025 edition of the offers six modules per grade, allowing schools to select four modules to create a customized, year-long curriculum. Modules 2 and 3 each provide a track for Humanities (Explorer) and for STEM (Innovator). These pathways empower schools to meet their unique needs. All modules cover the same standards, with instruction and skills building sequentially throughout the year. Every module also reflects cultural diversity and inclusive content across the Topics, Tasks, Targets, and Texts.

A Streamlined Design, Inspired by Teachers

The 2025 edition offers shorter, more accessible lessons, making planning and teaching smoother than ever. In Module Lessons, you'll see fewer required anchor charts, redesigned lesson structure for better clarity, enhanced visuals for easier classroom implementation, and integrated teacher materials for seamless use. Plus, flexible implementation of Grades K–2 Labs and further clarification for implementation of Grades 3–5 Additional Language and Literacy (ALL) Block.

English-language and Multi-language Learners

Our curriculum includes conscious, research-based supports for ELLs and MLLs, with lesson-level guidance, frequent 'Language Dives' to unpack the structure and meaning of compelling sentences, and 'Conversation Cues' to promote equitable discussions.

ELA Curriculum Overview

Welcome to EL Education's new K–5 Language Arts Curriculum. This introduction is designed to give you key information about how the curriculum is designed and built, and the principles that underlie it. It will give you a good understanding of what makes this curriculum unique and valuable.

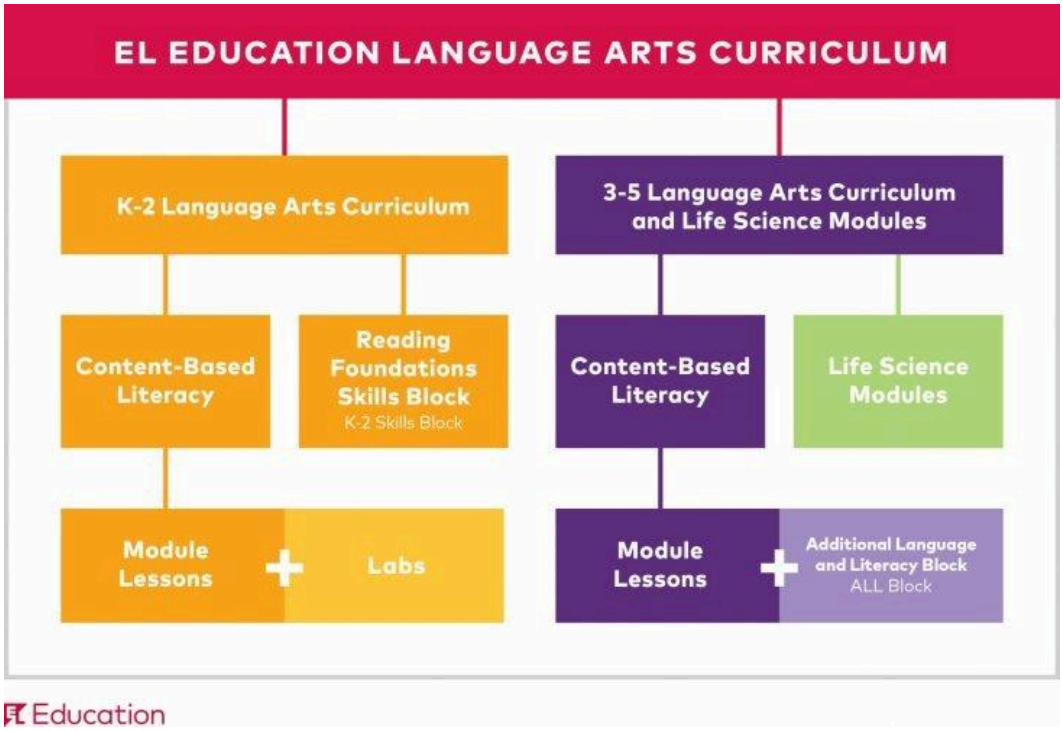
How is the curriculum structured?

The K-5 curriculum offers either two or three hours of literacy instruction per day, depending on the grade level. The Grades K-2 curriculum offers two hours per day of content-based literacy (module lessons and Labs) plus one hour of structured phonics (K-2 Reading Foundations Skills Block (2017 Ed.)). All together, these three hours of curriculum are considered comprehensive, meaning that they explicitly teach and formally assess all strands and standards of the Common Core State Standards for ELA/literacy for each grade level.

The Grades 3-5 curriculum offers two hours of content-based literacy instruction per day (module lessons and the Additional Language and Literacy [ALL] Block), with an additional optional companion Life Science Module, which accompanies Module 2 for a third hour of instruction lasting eight to nine weeks. With or without the Life Science module, the two hours of content-based literacy are considered comprehensive.

At the heart of the curriculum—at all grade levels—are the hour-long module lessons. Each grade level includes four modules, which span a full school year. The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic text throughout.

K-2 and 3-5 Comprehensive Literacy



What principles underlie the Grades K–5 Language Arts Curriculum?

Equity matters

EL Education is fiercely focused on equity for all children. All children deserve schools that foster their unique abilities, give them the real opportunity to achieve high academic standards, and help them take their full place in a society for which they are well prepared when they leave school. Equity is the foundation on which the entire curriculum rests. From this foundation of equity comes what EL Education calls the Dimensions of Student Achievement.

- **Mastery of knowledge and skills. Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate clearly.**
- **Character. Students work to become effective learners, to become ethical people, and to contribute to a better world.**
- **High-quality work. Students create complex work, demonstrate craftsmanship, and create authentic work**

These three dimensions are the aspirational outcomes for the entire Grades K–5 Language Arts curriculum. Achievement is more than mastery of knowledge and skills or students' scores on a test. Habits of character and high-quality work are also taught and prized.

Substantive content matters.

Research shows that the deeper a student's content knowledge, the more she is able to understand what she reads, and the more she is able to speak and write clearly about that content. In fact, remarkably, research shows that she is even more able to successfully read about and understand new content on the same or a related topic.

EL Education's Language Arts Curriculum has been created with substantive content understanding—science, social studies, or literature—at its heart. Students acquire a deepening understanding of that content, and they simultaneously acquire all the key literacy standards of reading, writing, speaking, and listening, which have been carefully embedded within the content.

Curriculum is a system

In the K–5 Language Arts Curriculum, the sequences of skills in the lessons have been carefully designed so they work together to help students learn. As a whole, the curriculum is a system that benefits students while also providing support to teachers that helps them grow as professionals.

Backward design means planning with the end in mind and assessing all along the way.

The guiding principle of backward design is straightforward. Designers must consider three questions:

- "At the end of a sequence of instruction, what will students know and be able to do?"

- “What will proficiency look and sound like?”
- “How will we know when students are proficient?”

An essential aspect of backward planning is assessment. In the module lessons, assessments have been built in to reflect the key literacy learning that students have been acquiring in the lessons. In the K–2 Skills Block, formative assessments happen weekly, so that teachers can group students for precise skill instruction.

In both module lessons and the Skills Block, daily lessons suggest specific “ongoing assessment.” And although Labs and ALL Block (each of which are a second hour of content-based literacy instruction) do not include formal assessments (these happen only in the module lessons), they do provide rich opportunities for observing student work and data collection. All of the assessments give teachers valuable information to use, both in working with the lessons and in grouping and emphasis for Labs and ALL Block.

Students excel in diverse and inclusive settings.

EL Education’s K–5 Language Arts Curriculum recognizes that students learn from one another—and learn to respect one another—when they learn together in the same classroom. At the same time, students sometimes have needs that require various types of differentiation. The curriculum provides supports and resources for differentiation where needed, within all components of the curriculum: the module lessons, Labs, ALL Block, and the critical Skills Block.

Teachers are able to provide for students with disabilities, as well as students who may need academic extensions. And to engage all students, module lessons heavily emphasize differentiation; tools and scaffolding that support all learners; and flexibility in the ways information is presented, the ways students respond, and in the ways students are engaged (based on Universal Design for Learning).

English language learners and language minority students need their assets honored and their needs supported

ELLs and language minority students bring a wealth of diverse experience and wisdom to the classroom. In EL Education’s curriculum, these language learners are presumed to be fully participating members of a diverse and heterogeneous classroom structure. At the same time, the curriculum honors the fact that language learners need targeted instruction within each lesson and additional supports if they are to be successful.

Specific scaffolds have been integrated into each module lesson so that the classroom teacher can provide myriad supports for these students, particularly for those classified as long-term ELLs. These resources take a variety of forms. Two specific areas of emphasis are the Language Dives (conversations that teach students to unpack the structure and meaning of complex sentences) and Conversation Cues (see below).

Conversation Cues promote student thinking, collaboration, and respect.

Collaborative conversation—frequent, focused, exploratory—is a key tool for deep learning. Through collaborative conversation, students deepen their learning and come to appreciate the value of one.

Conversation Cues (questions that teachers can ask, such as “Can you say more about that?” or “Can you figure out why?”) encourage productive and equitable conversation. These simple talk moves help students extend their thinking.

Students own their learning.

From the earliest grades, students using EL Education’s curriculum learn to see themselves as active learners with agency in their own education. With teachers’ guidance, they articulate specific learning targets (“I can…”) for every lesson. They learn to set goals, assess their own learning, and use feedback from peers, themselves, and their teachers to make progress.

Families and guardians are partners

EL Education’s curriculum welcomes students’ families and guardians as partners in education. Students learn best when families have the opportunity to be part of the educational journey. The curriculum includes sample letters teachers can send home to describe what students will learn during a given module, and how guardians can support that learning and, for Grades 3-5, specific homework assignments. Students are encouraged to share what they are learning with their family, and sometimes interview family members about their expertise and experiences.

Curriculum is powerful professional development.

This curriculum is designed to help teachers build on their existing expertise and continue to improve their ability to make strong instructional decisions during planning and while teaching. Teachers are provided rich resources and opportunities to make sound and specific instructional decisions based on their students’ needs.

How does OpenUp EL Education’s curriculum address Common Core State Standards for ELA/literacy?

EL Education’s curriculum was created to teach the Common Core ELA/literacy standards with a fully content-integrated approach, recognizing as well that the content students acquire is itself a steppingstone to full literacy. Emphasis within the standards includes:

Reading Standards

Aspect of Reading	In EL Education's Curriculum
Text complexity	Frequent use of grade-appropriate complex text at all grade levels for all students; many close read-alouds are conducted with texts two or three grade levels above what students can read on their own to encourage high-level thinking and discourse; scaffolds so that all students are successful; Language Dives for all students (more frequent for ELLs); Story Time to launch every Lab session
Vocabulary	Intentional vocabulary building from content-based text; attention to figuring out words from context; decoding; emphasis on academic (Tier 2) vocabulary
Close reading	Teacher-led close reading or close read-alouds of content-based texts; carefully developed text dependent questions; multiple reads for deepening comprehension; focus question that drives a series of sessions on a single text
Volume of reading	Daily Accountable Independent Reading at each individual student's level (or rereading complex text previously read with teacher support); reading to deepen and expand content knowledge and vocabulary; Story Time to launch every Lab session
Research	Gathering evidence for knowledge building before writing; Accountable Independent Reading; Research Lab

Fluency	**Multiple reads of complex text; research reading; volume of reading; reading decodable texts (in the Skills Block)**
Foundational Skills	**A dedicated hour per day to explicitly teach the letter-sound patterns of the English language (in the Skills Block)**

Writing Standards	
Aspect of Writing	**In EL Education's Curriculum**
Writing reflects content understanding	**All writing supports content knowledge: Students write both as they are learning content knowledge (e.g., note-taking) and as they synthesize that knowledge (e.g., in their formal writing); note-taking in the Research Lab**
Specific instruction in aspects of writing	**Writing skills (e.g., use of introductions, transitions) and approaches (e.g., gathering evidence to support a statement) are scaffolded specifically for particular writing in each module**
Writing fluency, ease with writing	**Frequent "short writes" as well as more developed pieces; almost daily writing in the module lessons; goal-setting and reflection in Labs; writing practice as one specific components of the ALL Block**

Oral processing of ideas before writing	**Frequent opportunities for students to "orally rehearse" ideas and thinking before writing, including structured conversations and Language Dives**
Writing process (plan, draft, confer, revise, edit)	**Instruction and scaffolding in each aspect of the writing process; emphasis on use of models, critique (kind, specific, and helpful), feedback, and revision**

Language Standards	
Aspect of Language	**In OpenUp EL Education's Curriculum**
Standard grammar and usage	**Short and fully developed writing (including emphasis on revising and editing skills); explicit instruction on specific language standards in module lessons (often involving analyzing or punctuating songs and poems); and in 3-5 Additional Language and Literacy Block; Language Dives; embedded grammar and usage instruction (within writing assignments and performance tasks)**
Standard writing conventions, including spelling	**Short and fully developed writing (including emphasis on revising and editing skills); focus on letter formation and spelling patterns in the Skills Block; explicit instruction on conventions in module lessons and ALL Block (grammar, usage, and mechanics component); Language Dives**

Academic and domain-specific vocabulary	**Multiple reads of complex text; short and fully developed writing; Language Dives; unpacking learning targets; explicit teaching of the language of habits of character (e.g., collaboration, perseverance)**

Speaking and Listening Standards	
Aspect of Speaking and Listening	**In EL Education's Curriculum**
Participation in discussion, building on others' ideas	**Collaborative protocols; small group discussion; discussion norms; Conversation Cues; sentence frames to scaffold productive discussion**
Presentation of ideas in a style appropriate to audience	**Presentation of students' work, both formally and informally, to an audience of their peers, families, or invited guests**

The Comprehensive Grades K–2 Language Arts Curriculum

John Dewey, education icon, famously said, "Education is not preparation for life; education is life itself." Our curriculum for primary learners reflects that truth. Young children live in a world of activity, exploration, creation, singing, talk, and play. These ways of living—with the encouragement of loving and supportive adults—give young learners both meaning and joy. As they move, sing, explore new ideas, make stuff, talk endlessly about what they are doing, and repeat songs and poems over and over again, primary children are learning. Our curriculum is rich and academically challenging, and it is built with what EL describes as the "Characteristics of Primary Learners" at its core:

- **Young children find security in rhythm, ritual, and repetition.**
- **Young children learn through play.**
- **Young children want to belong to a community that is safe, beautiful, and good.**
- **Young children explore the world with wonder.**
- **Young children "understand" the world first through their bodies.**
- **Young children seek independence and mastery.**

- **Young children thrive in the natural world.**
- **Young children use stories to construct meaning.**
- **Young children seek patterns in the world around them.**
- **Young children construct their identities and build cultural bridges.**
- **Young children express themselves in complex ways.**

The curriculum includes three hours of rich, literacy instruction per day:

- **Two hours of content-based literacy:**
  - **One hour of module lessons**
  - **One hour of Labs**
- **One hour of structured phonics:**
  - **One hour of K–2 Reading Foundations Skills Block (addresses the Foundational Reading standards, as well as Language standards 1 and 2)**

These three hours of curriculum are considered comprehensive, explicitly teaching and formally assessing all strands and standards of the Common Core ELA/literacy standards for each grade level. Taken as a whole, this rigorous and joyful literacy curriculum is designed to ensure that all children have a genuine opportunity to grow and succeed.

Grades K–2 Comprehensive Literacy: Structure

Grades K–2 Content-Based Literacy: Module Lessons and Labs

The Module Lessons

Students experience four modules over the course of a school year. In grades K-2, Module 1 is a bit shorter (six weeks rather than eight), so teachers have time to do the other important work of getting classroom routines and culture in place, which often takes more time and deliberate attention for primary-aged students. (Refer to the Fostering Character in a Collaborative Classroom section in the Module 1 Appendix for additional information.) Each module has a consistent structure of three units, each of which includes one formal assessment.

Grades K–2 Module Lessons and Assessment Structure

The curriculum was built using the principles of backward design, meaning that we started by identifying what we wanted students to know and be able to do at the end of each module, and then we built each unit to intentionally get them there. Let's explore what that means in the first grade classroom introduced earlier.

The last unit of each module, Unit 3, culminates with a performance task. This is where students Kristina, Elvin, and Omar have created their "magnificent thing" and are writing

about it, bringing together what they know about tools, collaboration, and perseverance (and magnificent things!).

If this is what students need to be prepared to do in Unit 3 of the module, what they learn in Units 1 and 2 must help them get there. (This is the principle of "backward design" in action.)

In Unit 1, students read, sing, discuss, dramatize, draw, and write to acquire strong content knowledge as well as the literacy skills that they need to do so. Ms. Sanchez's first graders read informational texts to learn about lots of tools and the jobs each tool does. They learn how to ask and answer questions about the many texts they work with. They learn to collaborate and converse with one another, capturing their thinking in pictures and words.

In Unit 2, they begin work with "close reading" of a complex text, The Most Magnificent Thing. In primary grades, this close reading happens through hearing the text read aloud (i.e., a close read-aloud). Ms. Sanchez uses a close read-aloud guide to conduct a series of sessions (across multiple lessons) that invite students to analyze and discuss this rich literary text. Students become deeply familiar with what a "magnificent thing" might be and what sorts of habits of character (e.g., perseverance) the girl in the story needed to make such a thing. Few first grade students can read the text independently, yet they all come to know it deeply, and to internalize its language, syntax, and meaning—reading comprehension at its best. During the module lessons in this unit, students also do a series of design challenges that give them hands-on experience with collaborative problem solving.

As the lessons in each unit progress, Ms. Sanchez has the opportunity to carefully check in on her students' progress. Each unit has a standards-based assessment built in. Here, students read, write, or speak with increasing independence about the texts they have been working with. These assessments help Ms. Sanchez in two ways: They allow her to have a clear sense of what her students can do and cannot yet do, and they give her valuable information about how best to use the time in the Labs for her students' benefit.

Almost every day, K–2 students share songs and poems. These serve many functions: They give students cues about transitions from activity to activity, help build a positive classroom community, build fluency, give students opportunities to practice specific language standards, and give students a deep schema for rhythm and syntax. And, they are joyful.

This structure and sequence means that, by Unit 3, when the performance task is introduced, Kristina, Elvin, Omar, and their classmates are fully equipped to create their "magnificent things" and to synthesize their understanding of what they accomplished through supported, standards-based writing.

The Labs

Labs are one hour long and complement the module lessons. These two hours of content-based literacy instruction work together to accelerate the achievement of all students.

Labs are an important feature of the Grades K–2 curriculum because they support and extend student learning from the module lessons. They are designed to help teachers ensure that all of their students get the time to play and explore, become immersed in oral language and content knowledge, and practice skills and habits of character that they need—both to live joyfully and to be fully successful and proficient.

Grades K–2 Curriculum: Content-Based Literacy: Module Lessons and Labs

Labs are designed for six weeks of instruction within an eight- to nine-week module. This design allows teachers to use their discretion to flexibly schedule the Labs to best meet the needs of their students. Teachers may choose to spend that hour during those additional two to three weeks on such things as solidifying structures and routines, providing additional "spill-over" time to support module lessons, providing additional instructional time for ELLs, or for additional explicit language instruction.

Refer to the Implementing the Labs introduction for additional information.

Key Features of the K–2 Module Lessons and Labs

- **Emphasis on habits of character. Character is one of EL Education's Three Dimensions of Student Achievement. Collaboration, perseverance, a growth mindset, and being able to set goals and then reflect on them all are key aspects of strong social-emotional learning. They are critical to student success, in school and in life.**
- **Emphasis on oral language development. Interactive, conversational immersion in oral language in the early years is critically important for children's literacy development. Primary students build important oral language (vocabulary and syntax) and listening habits that will be key to their development of literacy. Module lessons include explicit focus on the Speaking and Listening standards. And the Labs provide opportunities for students to use content-specific and academic vocabulary and apply the speaking and listening skills taught in the module lessons.**
- **Daily work with rich, complex text and volume of reading. The module lessons are built around close read-alouds of complex text. In addition, each Lab session begins with "Story Time"—a read-aloud chosen for its relationship to the content or character focus of the Labs—so students are consistently immersed in rich, meaningful, content-connected language. This frequent work with rich text broadens content knowledge and develops students' schema about text structure and author's craft.**
- **Daily student goal-setting and reflection. Module lessons include learning targets, which are student-friendly "I can" statements that help students know where they are headed with their learning. Teachers help students check back in with their**

progress toward learning targets during lessons. Similarly, at the start of each Lab, students set personal goals. Each day at the end of Labs, they have time to reflect on their learning. As they reflect, students are developing their executive functioning skills—their ability to think about what they are doing, name it, and begin to make more intentional decisions.

- **Culminating performance task. Unit 3 of each module culminates with a student performance task. Students get support to synthesize and transfer their knowledge and understanding from Units 1 and 2—in terms of both content and literacy—in an authentic and often collaborative task. This is scaffolded with models, drafts, critique, and revision to lead to high-quality work.**
- **Assessment. Both summative and formative assessments are integral. In each module, three formal summative assessments are built in (one per unit). Formative "ongoing" assessment happens frequently, as teachers observe, use checklists, and give feedback to students in module lessons and Labs. There are no formal summative assessments in Labs.**

K–2 Reading Foundations Skills Block: Structured Phonics

Our Grades K–2 Language Arts Curriculum is comprehensive. The module lessons and Labs immerse primary students in content-based literacy. These two components of the curriculum complement each other to give students strong, active literacy instruction grounded in compelling topics. The Skills Block gives students another hour per day of essential structured phonics instruction to help them crack the alphabetic code.

We know that in order to become fully literate, all children must acquire internalized, automatic knowledge of the building blocks of spoken and written language—letter names, sounds, and formation; the ability to break words apart and blend them back together; common spelling patterns; and decoding of words. In addition, students must develop automaticity around reading. They need to internalize predictably patterned words in context (so that the words become sight words) and smoothly and accurately read basic sentence patterns—and, increasingly, texts. Learning these building blocks of written language gives students the "mental bandwidth" to pay attention to the meaning of text and improves their reading comprehension.

The skills described in the above paragraph are the central purpose of the Skills Block. It is not designed primarily for reading comprehension—that is the job of the module lessons and Labs. However, fluency and automaticity are in fact directly related to reading comprehension. Young students (such as Kristina, Elvin, and Omar) who have to spend time and energy figuring out many words in a text do not have the "mental bandwidth" left to pay attention to the text's meaning. Because the purpose of reading, after all, is comprehension, the Skills Block is designed to give students the building blocks of written language, and to help them develop fluency and automaticity in reading.

The structure of the K–2 Reading Foundations Skills Block

The K–2 Reading Foundations Skills Block is organized by cycles, most of which include five lessons. Each day

- **Students spend 15–20 minutes in whole group instruction**
- **Students spend 40–45 minutes in differentiated small group instruction (including independent work time), based on their strengths and needs.**

Here, we briefly explain the purpose of the differentiated small group time. During small group time in the weekly cycle, students have regular opportunities to work with the teacher. When they are not working with the teacher, they work independently in various ways, including accountable independent reading.

These small groups are key to how the Skills Block works. They allow the teacher to tailor instruction, precisely, to the specific needs of each beginning reader, so that those students are able to progress as smoothly as possible.

Students develop foundational skills in "phases" of reading and spelling development and word acquisition. EL Education's curriculum is designed to help teachers identify what phase each student is in and then to give students specific instruction in mastering each phase. (This framework is based on the work of Dr. Linnea Ehri, an educational psychologist who has researched how learners crack the alphabetic code.)

Phases of Reading and Spelling Development

Pre-Alphabetic (Pre-A)	Partial-Alphabetic (PA)	Full Alphabetic (FA)	Consolidated Alphabetic (CA)

Reader is not yet making any alphabetic connections. May recognize some letters (e.g., letters in own name) and environmental print (e.g., "Stop" on stop sign).	**Reader is making partial alphabetic connections. Beginning to decode and encode CVC and VC words, but frequently confuses vowels and vowel sounds.**	**Reader is making full alphabetic connections. Able to decode and encode all regularly spelled, one-syllable words and some multisyllabic words.**	**Reader uses knowledge of syllable types to decode and encode multisyllabic words. Continually growing bank of high-frequency and irregularly spelled words**

Refer to Implementing the K–2 Reading Foundations Skills Block as well as the Phases and Microphases description found in the K–2 Skills Block Resource Manual for additional information on differentiated small group time and the Phases of Reading and Spelling Development.

Key Features of the K–2 Reading Foundations Skills Block (2017 Ed.)

- **F**ocus on spelling. Decoding and encoding go hand-in-hand, each skill strengthening the other. The ability to write the letters that represent sounds in words helps the writer commit the pronunciation of the word to memory.
- Honoring characteristics of primary learners. Primary students learn through play and predictable routines. The Skills Block promotes a joyful, active learning environment by incorporating music, movement, stories, and use of multiple modalities.
- Additional time and support for students who need it, including targeted re-teaching. We know that all students do not learn at the same rate, and that some students need more time, repetition, and direct instruction than others. The differentiated small group instruction allows teachers to spend more time and provide more support to students who need it. Suggested re-teaching activities and guidance for differentiated small groups and planning are provided in each lesson.
- Variety of student-friendly texts. In addition to the content-related texts used in the Labs and module lessons, the Skills Block includes a variety of texts within the lessons, including poems, Letter Stories for each letter of the alphabet, fluency passages, and engaging Decodable Student Readers. To set purpose for the Decodable Student Reader, the teacher also reads aloud an "engagement text," a complex text with an

interesting story that is mirrored in the decodable text. Lastly, there is also time set aside daily for students to read texts of their choice from the classroom library

- Assessment. Both summative and formative assessments are integral. The Skills Block includes three types of assessments: benchmark assessments (fall, winter, spring).2 This gives the teacher a good sense of where her students are in terms of the alphabetic phases, described above. Cycle assessments serve as efficient dipsticks at the end of each week. These give the teacher more specific information to help her decide how to group students for specific small group instruction during the next cycle. There are also daily ongoing snapshot assessments in Kindergarten and Grade 1, and exit tickets in Grade 2.

The Comprehensive Grades 3–5 Language Arts Curriculum (Second Edition)

Elementary age students are joy seekers. They crave collaboration with their peers and engagement in their learning through play, story, and games. They also have unique needs and characteristics. Their growing hunger for independence and mastery as learners makes them ready to put their hard-earned reading and writing skills to work.

Our Grades 3–5 curriculum honors students' growing capacity to read complex text, write at length and with depth, and explore pressing issues in the world around them. The curriculum includes two hours of rich content-based literacy instruction per day:

- One hour of module lessons
- One hour of the Additional Language and Literacy Block

These two hours of curriculum are considered comprehensive, explicitly teaching and formally assessing all strands and standards of the Common Core ELA/literacy standards for each grade level (Note: The initial exposure to and formal assessment of standards happens in the module lessons; the ALL Block is for additional practice.) There is also an optional companion Life Science Module that accompanies Module 2 and comprises eight weeks of instruction.

Grades 3–5 Comprehensive Literacy: Structure

Grades 3–5 Content-Based Literacy: Module Lessons and the Additional Language and Literacy Block

The Module Lessons

Modules are based on compelling topics and use rich, authentic text throughout. Divided into three units each, the modules are designed to build important content knowledge and understanding, as they fully teach and assess all of the ELA standards at each grade level. Each module has a consistent structure of three units with two assessments per unit, which reflects the readiness of students this age to do more independent work and to practice with high-stakes testing formats.

Grades 3–5 Module Lessons and Assessment Structure

The curriculum was built using the principles of backward design, meaning that we started by identifying what we wanted students to know and be able to do at the end of each module and then built each unit to intentionally get them there. Let's explore what that means in the fourth grade classroom introduced in earlier.

The last unit of each module, Unit 3, includes the performance task: an extended, supported writing task or presentation where students need to successfully bring together what they know about this topic. This is where students Nathan, Sergei, and Alma are writing choose-your-ownadventure narratives, bringing together what they know about the armadillo and what defenses it has to help it survive (and what they know about writing).

If this is what students need to be prepared to do in Unit 3 of the module, what they learn in Units 1 and 2 must help them get there. (This is the principle of "backward design" in action.)

In Unit 1, students read, discuss, dramatize, draw, and write so that they acquire strong and specific content and background knowledge, as well as the literacy skills that they need to do so. Ms. Henderson's fourth graders learn what "natural defenses" are, they learn what predators do, and they learn about the many kinds of defenses that animals have depending on their habitat. In the process, the students learn to read closely, reread carefully for meaning, gather evidence, and develop a paragraph.

In Unit 2, they take this basic understanding to a deeper level. They do more research and discuss with one another what defenses specific animals might have. With close support, they respond to a prompting question to write a full multi-paragraph essay about animal defenses.

For homework throughout the module, students independently read research texts at their own level. They use these texts to gather deeper and deeper knowledge about how animals use natural defenses to survive and thrive and to extend their vocabulary knowledge on the topic.

As the lessons in each unit progress, Ms. Henderson has the opportunity to carefully check in on her students' progress. Each unit has two built-in assessments: a mid-unit assessment (usually reading) and an end of unit assessment (usually writing). These assessments help Ms. Henderson in two ways: They allow her to have a clear sense of what her students can and cannot yet do, and they give her valuable information about how best to use the time in the ALL Block for her students' benefit.

This structure and sequence means that, by Unit 3, Nathan, Sergei, Alma, and all of their classmates are fully equipped to write their choose-your-own adventure narratives about how the armadillo uses its defenses to survive.

The Additional Language and Literacy (ALL) Block

The ALL Block is one hour long and complements the module lessons. These two hours of content-based literacy instruction work together to accelerate the achievement of all students.

The ALL Block has three units, parallel to the three units of the module. Each module unit is accompanied by two weeks of ALL Block instruction (with one flex day built in every week). When a particular unit of the module lessons runs longer than two weeks, the ALL Block hour during those days that extend beyond two weeks is flex time, used to meet the specific needs of students. For example, teachers might want to provide additional time for work started in module lessons, practicing literacy skills introduced there that students are finding particularly challenging, informally assessing reading foundational skills, or offering additional time for ELLs.

Grades 3–5 Curriculum: Content-Based Literacy: Module Lessons and Additional Language and Literacy Block

The ALL Block has five components:

- Independent Reading
- Additional Work with Complex Text
- Reading and Speaking Fluency/GUM (grammar, usage, mechanics)
- Writing Practice
- Word Study and Vocabulary

Each component is built into the module lessons in various ways, and then is reinforced and practiced in the ALL Block. Over the course of two weeks, students work with all five components.

Refer to the Implementing the ALL Block introduction in your Module 1 ALL Block Teacher Guide and Supporting Materials for additional information.

Key Features of the Module Lessons and ALL Block

- Regular close reading of complex texts. Students consistently read complex text to gain both deeper content knowledge of the topic and deeper familiarity with the structures, syntax, and vocabulary of complex text.
- Writing for understanding. As students write to show understanding of particular content, they both synthesize that content and acquire transferable skills and approaches to new writing situations, becoming more independent writers.
- Habits of character. Character is one of EL Education's three Dimensions of Student Achievement. Collaboration, perseverance, a growth mindset, and being able to set goals and then reflect on them are all key aspects of strong social-emotional development and are critical to student success—in school and in life. To help students become independent learners, the curriculum builds in frequent opportunities for students to collaborate and reflect on their learning.
- Robust instruction for ELLs. Throughout the module lessons and the ALL Block, English language learners are provided specific and differentiated instruction and support. In the module lessons, ELLs are usually part of the overall heterogeneous grouping in the class. In the ALL Block, there is a strategic mix of heterogeneous grouping, as well as ELL-only grouping to meet specific needs.

- Building knowledge and literacy skills through a volume of reading. Students have many opportunities to read a lot on the module topic. This results in stronger vocabulary, stronger content knowledge, and greater ability to write in depth about content.
- Daily student goal-setting and reflection. The module lessons and ALL Block include learning targets, which are student-friendly “I can” statements that help students know where they are headed with their learning. Teachers help students check back in with their progress during lessons.
- Sufficient practice of skills for students to demonstrate mastery. In both the module lessons and the ALL Block, all students receive consistent, specific, and differentiated skills practice, in both reading and writing.
- Culminating performance task. Unit 3 of each module culminates with a student performance task. Students get support in synthesizing and transferring their knowledge and understanding from Units 1 and 2—in terms of both content and literacy—in an authentic and often collaborative task. This is scaffolded with models, drafts, critique, and revision to lead to high-quality work.
- Assessment. Both summative and formative assessments are integral. In each module, six summative assessments are built in (two per unit). Formative “ongoing” assessment happens frequently as teachers observe, collect homework, use checklists, and give feedback to students in the module lessons and in the ALL Block.

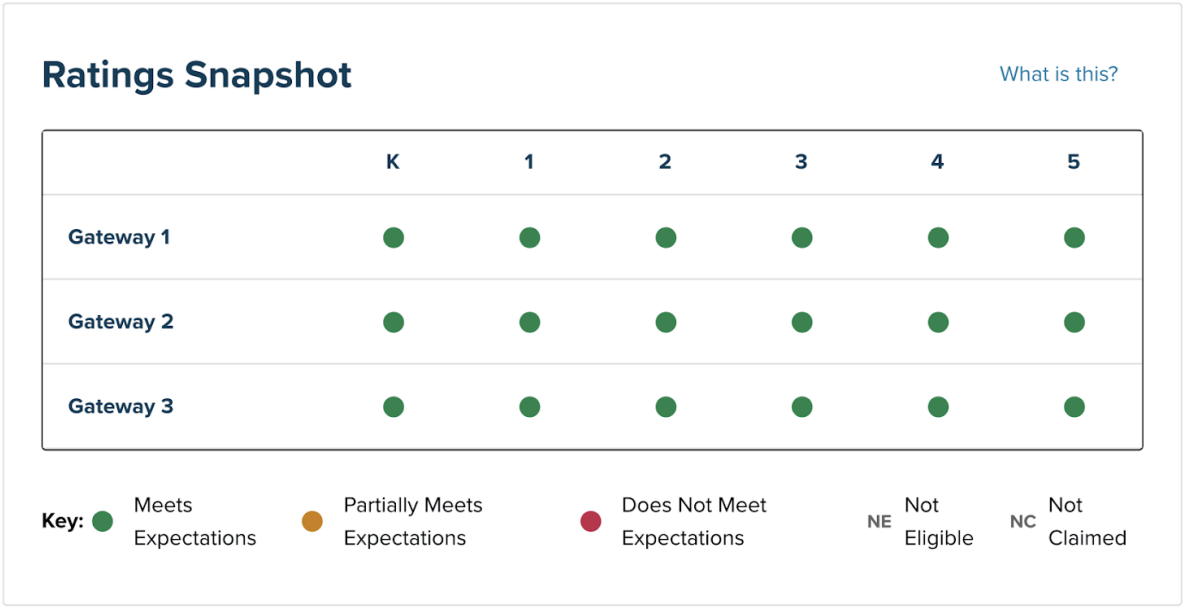
Sample Scope and Sequence for 1st Grade

Scope and Sequence Year-at-a-Glance

	Module 1	Module 2	Module 3	Module 4
Phase Range	Mid to Late Partial Alphabetic.	Late Partial to Early Full Alphabetic	Early to Middle Full Alphabetic.	Middle to Late Full Alphabetic
Module Summaries	Review of phonemes-graphemes from Kindergarten. Decoding and encoding short vowel words with three and four phonemes. Module begins with a narrative that sets the purpose for skills work in first grade .	Continued decoding and encoding short vowel words with three and four phonemes. Initial and final consonant clusters, digraphs "wh" and "ck," "y" ī as / /, FLOSS (i.e., "-ll," "-ss," "-ff," "zz"). By the end of this module (mid-year), students have successfully made the transition into using more alphabetic information as described in the Full Alphabetic phase.	Syllable types: closed, open, CVCe In Modules 3 and 4, students develop knowledge of syllable types and use this knowledge to decode and encode firs one- and then two-syllable words.	Syllable types: r-controlled and vowel teams By the end of first grade, student should be able to identify closed, open, CVCe, r-controlled, and vowel team syllable types and use this information to efficiently decode and encode one- an two-syllable words.
Scope & Sequence i.e., patterns introduced	C1: review RF.K.2 and RF.K.3 C2: /a/ “t,” “a,” “p,” “n,” “c,” “h,” “s,” “m,” “r,” “v,” “g,” “th,” "-nt," possessive "s" (reading only) plural noun “-s” C3: /i/ “i,” “ch,” “k,” “y,” “sh,” “z,” “d,” “l,” “f” • “fl,” “dr,” “gr,” “sp” • “-nd,” “-nk,” and “-ng” • suffix "-s"	C5: /o/ "o," "b," "j," "w," "x," /ks/, "p," "g" • "ow" • "-ang", "-ing", "-ung", "-ong" C6: /e/ • "-ank", "-ink, "-unk", "-onk" C7: /e/ continued and "y" as / ī / • initial and final clusters • suffix -ing	C12: closed syllable (one- and two-syllable words) C13: closed syllable (one- and two-syllable) • “rabbit” words (e.g., muffin • compound words C14: open syllable C15: CVCe (mostly / ā /)	C19: r-controlled /ar/ /or/ C20: r-controlled /er/ "ir", "ur", "er" C21: vowel teams "oa", "ai", "ea" C22: vowel teams "ay", "ow" (/ō/) C23: "oo", "ee", "-y' as / ī / C24: "ie", "igh"

Research Based Evidence of ELA Program

The following reviews of the OpenUp Curriculum by EL is from EdReports, which provides free reviews of K-12 instructional materials offering evidence-rich, comprehensive information about the programs alignment to the standards and other indicators of quality.

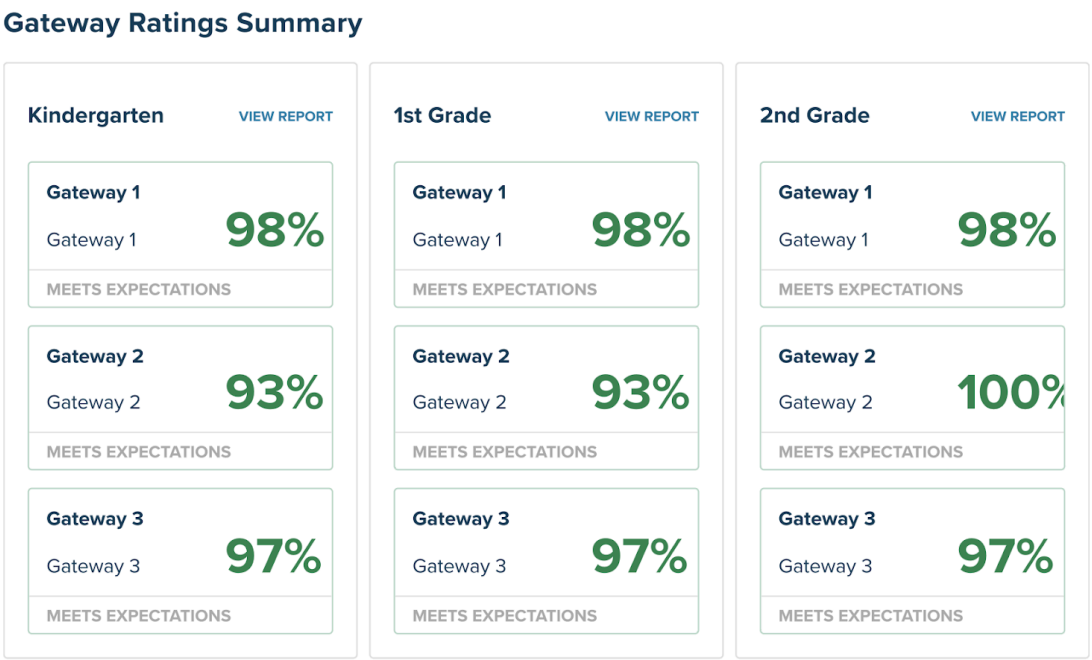


Ratings Snapshot

What is this?

	K	1	2	3	4	5
Gateway 1	●	●	●	●	●	●
Gateway 2	●	●	●	●	●	●
Gateway 3	●	●	●	●	●	●

Key: ● Meets Expectations ● Partially Meets Expectations ● Does Not Meet Expectations NE Not Eligible NC Not Claimed



Gateway Ratings Summary

Kindergarten	VIEW REPORT	1st Grade	VIEW REPORT	2nd Grade	VIEW REPORT
Gateway 1	98%	Gateway 1	98%	Gateway 1	98%
Gateway 1	MEETS EXPECTATIONS	Gateway 1	MEETS EXPECTATIONS	Gateway 1	MEETS EXPECTATIONS
Gateway 2	93%	Gateway 2	93%	Gateway 2	100%
Gateway 2	MEETS EXPECTATIONS	Gateway 2	MEETS EXPECTATIONS	Gateway 2	MEETS EXPECTATIONS
Gateway 3	97%	Gateway 3	97%	Gateway 3	97%
Gateway 3	MEETS EXPECTATIONS	Gateway 3	MEETS EXPECTATIONS	Gateway 3	MEETS EXPECTATIONS

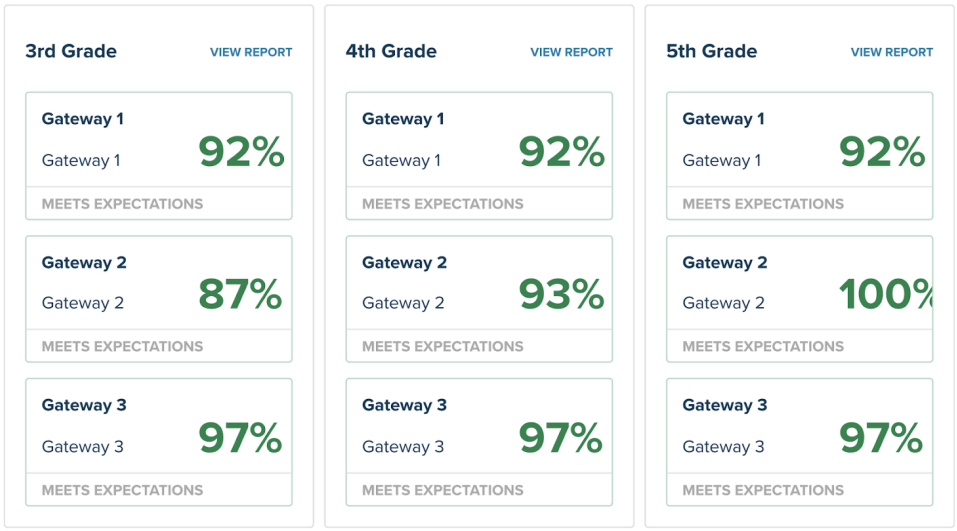
Science of Reading Snapshot Grades K-2

	K	1	2
Phonemic Awareness	100%	100%	100%
Phonics	100%	100%	100%
Fluency	100%	100%	100%
Vocabulary	100%	100%	100%
Comprehension	93%	93%	100%

Other Elements

	K	1	2
Text Quality and Complexity	95%	95%	95%
Foundational Skills	100%	100%	100%
Building Knowledge	93%	93%	100%
Teacher Supports	100%	100%	100%
Instructional Pathway & Implementation Schedules	NC	NC	NC
Student Supports	89%	89%	89%

Gateway Ratings Summary



Science of Reading Snapshot Grades 3-5

	3	4	5
Phonemic Awareness	N/A	N/A	N/A
Phonics	50%	50%	50%
Fluency	50%	50%	50%
Vocabulary	100%	100%	100%
Comprehension	93%	93%	100%

Other Elements

	3	4	5
Text Quality and Complexity	95%	95%	95%
Foundational Skills	66%	66%	66%
Building Knowledge	87%	93%	100%
Teacher Supports	100%	100%	100%
Instructional Pathway & Implementation Schedules	**NC**	**NC**	**NC**
Student Supports	89%	89%	89%

Mathematics Curriculum Support

OPEN-UP resources®

About Open Up Resources

Open Up Resources is a nonprofit developing the highest quality core curricula available to districts, provided for free to promote instructional equity. Open Up Resources K–5 Math is an Open Educational Resource (OER) free to download and use with a CC-BY license.

Open Up Resources is fiercely focused on equity for all students. All children deserve schools that foster their unique abilities, give them the real opportunity to achieve high academic standards, and help them take their full place in a society for which they are well prepared when they leave school. Equity is the foundation on which our curricula rests; all students must be held to the same high expectations and given the supports they need to meet them. Our curriculum is inherently supportive of students' varied learning needs.

Mathematical Foundations of the Curriculum

The *Open Up Resources K--5 Math* curriculum was designed around the principle that students should spend time in mathematics class *doing* math. As a problem-based curriculum, these materials give students opportunities every day to make sense of problems and persevere in solving them. At the appropriate time in the development of the mathematical ideas, students are expected to make mathematical arguments, critique the reasoning of others, and attend to precision in their use of language. Throughout the materials, students encounter tasks that require them to reason abstractly and quantitatively, look for and make use of structure, and express regularity in repeated reasoning.

These materials carefully and deliberately engage students in all three aspects of rigor: conceptual understanding, procedural fluency, and application of mathematics. A focus on conceptual understanding helps students grasp the 'why' behind the 'how'. Students have the opportunity to use different strategies and representations to consolidate their conceptual understanding by using more efficient methods, supporting the shift towards procedural fluency. Procedural fluency is developed over time, and distributed practice supports this development. As the materials progress, students have increasingly sophisticated opportunities to model with mathematics, which supports their ability to apply mathematical or statistical concepts and skills to a novel situation.

The materials present students with examples of mathematical or statistical ideas set in various real-world and mathematical contexts before the ideas are named and studied as objects in their own right. For example, in the beginning of interacting with a new idea, students have the space and time to play with the idea in intuitive ways and to talk about it in terms that make sense to them, rather than in formal terms. Later, formal language is introduced and connected to these informal experiences.

Our Mission:
Open Up Resources is a non-profit publisher in the pursuit of equitable learning experiences for all students. We develop high-quality curricula that are openly accessible and partner with schools to achieve successful outcomes for every student.

It is common to see mathematical representations used as tools for problem-solving. This is valuable when the representations are linked to developing understanding, but representations can also be productive tools for understanding. This curriculum makes heavy and thoughtful use of representations to support both objectives. When appropriate, representations are introduced from more concrete to more abstract. Any representation introduced is connected to symbolic methods. Students are encouraged to both use representations that make sense to them and connect their existing understanding to more efficient methods.

Open Up Resources K–5 Math curriculum is accessible for every child because of the intentional inclusion of strategies for all learners as they work to meet grade-level standards. Specifically, effective ELL and Students with Disabilities supports are strategically included in the teacher resources in an effort to guide instruction that includes all learners.

Open Up Resources K–5 Math is more than a textbook. It is a curriculum, with daily lessons and problems that have been written to ensure that students obtain procedural fluency built from conceptual understanding. The daily lessons are naturally differentiated based upon the nature of student thinking in the classroom so that all students can access the mathematics with the opportunity for challenge and extension for those that need it.

We know that learning extends beyond the walls of your school building. For each section, parents/guardians receive information as to what their student is working on, along with extension activities for home.

Open Up Resources understands that curriculum alone cannot make the changes that schools desire in their student learning. We know a comprehensive implementation plan with professional learning is necessary to implement with fidelity.

Professional Learning Support

The *Open Up Resources K–5 Math* program is designed to elevate math practice, and success starts with supporting teachers with necessary practice shifts. Teachers concur; in surveys of the early adopters of the curriculum, 95% of teachers said that in-person professional development was key to their success with the materials.

Our team of former educators helps districts to tailor professional development plans around district needs and capacity. We offer both in-person and virtual professional learning delivery as well as support for train-the-trainer implementations.

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Implementation Support

We provide the following implementation services and support:

Flexible Classroom Deployment
We offer the curriculum in identical digital and print versions, which allows districts flexibility in implementation: fully digital, fully print, or a mix of print and digital.

Affordable Print Materials
We offer full-color print materials that are delivered to schools in convenient class sets. Because we negotiate deeply discounted print rates, districts find our print materials offer significant savings versus self-printing options, though we also provide free print-ready files via our website.

Multiple Digital Access Options
For 1:1 classrooms, we provide many ways to access the curriculum:

- Online, via our website
- Within a Learning Management System; our Common Cartridge files support LMS integration
- Via the free, classroom-friendly Microsoft OneNote app

Classroom Kits
We offer grade-level-specific kits comprising all required curriculum manipulatives. Blackline master and center kits are currently in development.

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Sample Open Up Math Unit Overview for 3rd Grade

Unit 3 Overview

This unit introduces students to standard units of lengths in the metric and customary systems. In grade 1, students expressed the lengths of objects in terms of a whole number of copies of a shorter object laid without gaps or overlaps. The length of the shorter object serves as the unit of measurement.

Here, students learn about standard units of length: centimeters, meter, inches, and feet. They examine how different measuring tools represent length units, learn how to use the tools, and gain experience in measuring and estimating the lengths of objects. Along the way, students notice that the length of the same object can be described with different measurements and relate this to differences in the size of the unit used to measure.

Throughout the unit, students solve one- and two-step story problems involving addition and subtraction of lengths. To make sense of and solve these problems, they use previously learned strategies for adding and subtracting within 100, including strategies based on place value.

To close the unit, students learn that line plots can be used to represent numerical data. They create and interpret line plots that show measurement data and use them to answer questions about the data.

Students relate the structure of a line plot to the tools they used to measure lengths. This prepares students for the work in the next unit, where they interpret numbers on the number line as lengths from 0. The number line is an essential representation that will be used in future grades and throughout students' mathematical experiences.

Throughout this Unit

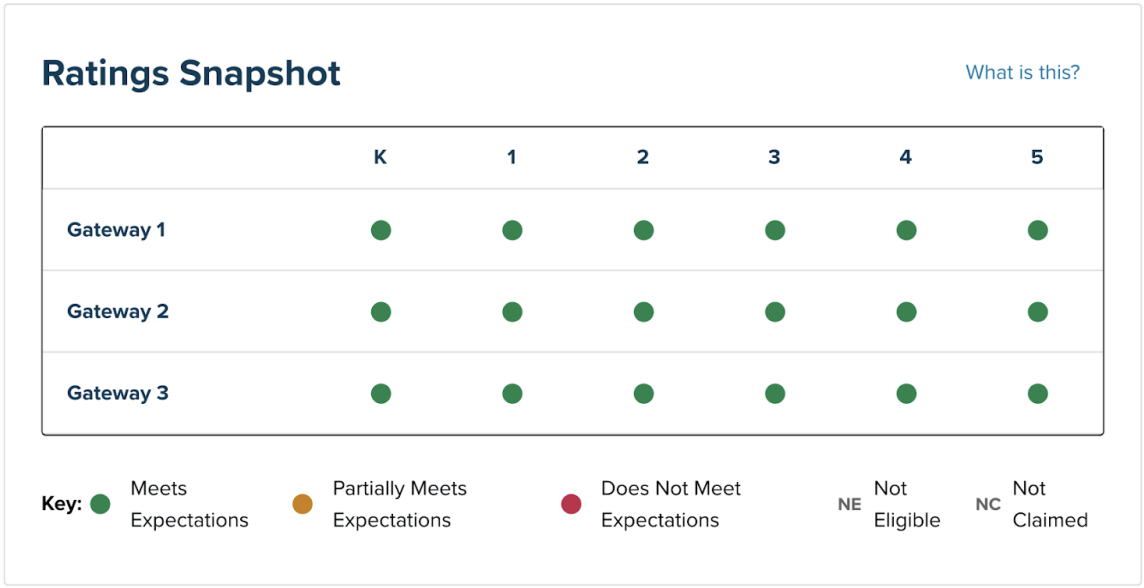
Throughout the unit, the warm-up activities help students strengthen their conceptual understanding of numbers and develop fluency. Building from the place value understanding developed in the prior unit, students have an opportunity to add and subtract by adding a ten, counting on, and counting back. They can also use strategies that involve adding and subtracting by place value and decomposing a ten.

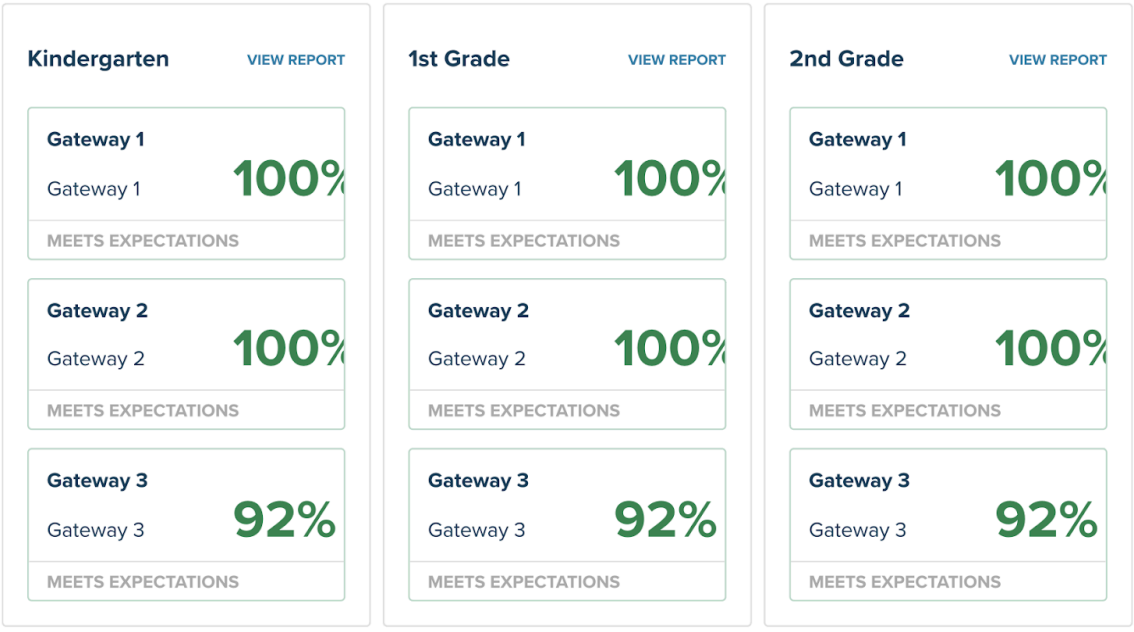
Here is a sampling of Number Talk warm-ups in the unit.

lesson 6	lesson 7	lesson 13	lesson 15	lesson 16	lesson 18
$5 + 5$	$37 - 20$	$58 + 10$	$47 - 20$	$15 + 5 + 1$	$3 + 5$
$15 + 5$	$37 - 21$	$58 + 12$	$47 - 24$	$25 + 6$	$5 - 3$
$15 + 15$	$37 - 17$	$58 + 13$	$36 - 10$	$16 + 7$	$5 - 3 + 5$
$15 + 25$	$37 - 16$	$67 + 14$	$36 - 15$	$37 + 6$	$3 + 5 + 3 + 3$

Research Based Evidence of Math Program

The following reviews of the OpenUp Mathematics curriculum is from EdReports, which provides free reviews of K-12 instructional materials offering evidence-rich, comprehensive information about the programs alignment to the standards and other indicators of quality.





Evaluation Against Math Curriculum Elements by grade level

	K	1	2
Focus	100%	100%	100%
Coherence	100%	100%	100%
Rigor and Balance	100%	100%	100%
Math Practices	100%	100%	100%
Teacher Supports	100%	100%	100%
Student Supports	100%	100%	100%

	3	4	5
Focus	100%	100%	100%
Coherence	100%	100%	100%
Rigor and Balance	100%	100%	100%
Math Practices	100%	100%	100%
Teacher Supports	100%	100%	100%
Student Supports	100%	100%	100%

Equity Committee Proposed Strategic Plan

It is the purpose of the equity committee to make recommendations on how to best implement the relevant aspects of the charter - the inclusion of Indigenous knowledge into the curriculum of Pearl Creek Steam School, the presentation of STEAM topics through an Indigenous lens, and to recommend and foster policies and practices that promote a culture of inclusion for all students at Pearl Creek STEAM School.

Staff Training

It is recommended that all PCSC staff and faculty be required to participate in the Alaska Blanket Exercise through Tanana Chief's Conference and Decolonization Training through Native Movement on alternating years.

Accessibility

Transportation and school climate are the two largest barriers identified by our committee to accessing charter education. An inclusive school climate is a living and named goal of the charter. We propose bus service from the downtown and the University/Davis locations of Tanana Chiefs Conference to PCSC. We have identified and are exploring two viable options – one is through migrant education funding and the second is through an organization. Many parents work in these locations and utilize various forms of community and public transport to arrive at these locations by 8am. This transportation option is realistic and serves many children at one time. It also alleviates the burden many parents in our community face in juggling before school childcare and transportation options. We are also pursuing this avenue as a possible transportation option for Elders.

Elder Educators

It is recommended that Elders be integrated into all aspects of the school. We are exploring partnerships with individual Elders and through Denakkanaaga and FNA. We would like to see Elders serving in a paid capacity through honorariums through the resident artist program described in the charter. We would also like to see Elders welcomed into events at the school (berry picking, storytelling), and as a consistent presence. This cross-generational learning is critical to the well-being of children. Funds may be available through Alaska Native Education. We would like to see ANE funds applied to integrate ANE school-wide, not as a segregated effort.

Indigenous Knowledge is Science

The principle that Indigenous Science is Science must be a guiding idea in the teaching of the sciences. Science concepts should be taught in an outdoor context whenever possible.

Traditional and Seasonal Physical Education

It is recommended that the practice of traditional Native skills as physical education, long part of the Pearl Creek Elementary curriculum be restored and expanded. Examples include snow shoeing, skiing, dog mushing, and incorporation of WEIO recognized sports as appropriate. Seasonal wild gathering should be taught as both a skill and form of physical activity – berry-picking, gathering of birch syrup, medicinal plants, tea, etc.

Native Language

A long-term and sincere commitment to incorporating Indigenous Language into PCSC should be undertaken through partnership with the University of Alaska Indigenous Languages program. It is our recommendation that as part of ordinary practice individual classroom teachers are encouraged to adopt bilingual signs when possible and that language words be incorporated into school-wide signs, art, lesson plans, etc.

Culture Week

In the tradition of village culture camps we would like to see one week in the school year dedicated entirely to cultural education led by Elders and community members with a focus on learning Native skills (beading, hide tanning, skin sewing, making medicines, processing Native foods).

Nutrition

We recommend a long-term goal of leaving the district nutrition services and adopting a diet that is more appropriate for our climate and children – a diet that incorporates more vegetables, fruits, locally produced and simple foods, and traditional foods like berries, fish, and game. This is allowed under State law. We have discussed pursuing a relationship with the Alaska State troopers and hunters to receive donated and seized game. Many Western hunters do not utilize parts of harvested moose and caribou that are of major cultural and nutritional value (ribs, bones, spine, legs, organs). Food is fundamental to expression of culture, of connection, and to understanding a place. Whenever possible growing, harvesting, wild cultivation, and deep relationship with food should be included in the curriculum.

Garden-Based Education

We recommend expansion of the garden at PCSC as a source of food initially for elder donation and community members in hunger and to later supplement the nutrition program.

Indigenous Music

As funding and staffing allow the incorporation of Indigenous music and dance (Native singing, drumming, and dancing) should be included in ordinary curriculum and special events. In the long term the establishment of stringed instruments (violin/fiddle guitar) should be considered.

Annual Events

We recommend annual events like spring carnival, harvest festival, field day, overnight spring camping, etc. be prioritized as resources are available and this committee be consulted regarding implementation.

Summer Campus Use

We recommend that the campus be made available, if possible, without cost to host meaningful cultural events (powwow, hide tanning camp, musical events, Fairbanks Summer Arts, camps which migrant ed children qualify to attend, etc.) to better serve our community and extend natural opportunities for learning.

Hunting Season Attendance Policy

We recommend the APC explore and produce a policy which allows for children engaged in seasonal moose hunting to demonstrate that these days served as an educational experience and not be counted as a traditional absence. We further recommend that a curriculum for each grade be developed to guide parents in incorporating things like literacy and math skills deliberately into hunting season activities.

Acknowledgement of Limitations

At the present time the committee is made entirely of Native people. While Indigenous students are the majority minority, we acknowledge that other minority groups are impacted by equitable access to charter education, notably students with disabilities, other ethnic minorities, immigrants, etc. Equity is a practice not a task. We are committed to incorporating more viewpoints and removing more barriers over time.

APPENDIX G

Admissions Policy and Procedures

Pearl Creek STEAM Charter School

Nondiscrimination Statement

The Pearl Creek STEAM Charter School is committed to fostering a learning and working environment that is free from discrimination and harassment. PCSC prohibits discrimination against any individual as defined in the FNSBSD Policy on Nondiscrimination. The school ensures equal access and opportunities regardless of race, ethnicity, color, religion, creed, sex, gender identity, gender expression, sexual orientation, age, national origin, physical or mental disability, genetic information, marital status, including changes in marital status, pregnancy, parenthood, veteran status, or any other characteristic protected under local, state, or federal nondiscrimination laws.

Participation in this program is voluntary; no student is required to attend.

No student shall be denied participation based on a disability or special needs. This policy applies to all matters involving staff, students, contractors, the public, educational programs, facilities, services, and activities, as well as individuals and entities with whom the school conducts business.

This policy aligns with federal and state nondiscrimination laws, including but not limited to Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA).

Admission of Students with Special Needs

Pearl Creek is committed to providing an inclusive learning environment and will admit students with special needs in compliance with state and federal regulations. Students with Individualized Education Programs (IEPs) or 504 plans will be accommodated as necessary.

Admission Policies and Procedures

Admission Process:

1. In order for applicants to familiarize themselves with PCSC's philosophy and criteria, the prospective families will be encouraged to attend an orientation during the lottery application process.
2. Parent(s) or guardian(s) will read, complete, and sign the PCSC application.
3. If more students apply than can be accommodated within a grade level, applicants will be drawn by lottery for admission.

Admission Criteria:

All parent(s) or guardian(s) who enroll students in PCSC will be required to review and agree to the Student Handbook as well as to contribute volunteer hours to support the day-to-day operations of PCSC. Flexible volunteer opportunities will be offered.

In the event a family is unable to volunteer, a “Volunteer Bank” will be established. Families who are able to volunteer excess hours can donate to the Volunteer Bank for others to draw from if necessary. Organizations who donate time will have their hours donated to the Volunteer Bank as well.

Recruitment

Recruitment is primarily conducted through our school's website www.pearlcreeksteamschool.com. PCSC will implement search engine optimization to make it easier for families to find our website. We will actively use social media, which will be monitored daily, updated frequently, and will provide quick responses to public inquiries. Additionally, PCSC will post flyers around town and utilize word-of-mouth to recruit students.

APPENDIX H

Admissions Lottery Policy

Pearl Creek STEAM Charter School

Purpose

Pearl Creek STEAM Charter School (PCSC or Pearl Creek) is committed to providing a high-quality, inclusive, and innovative STEAM (Science, Technology, Engineering, Arts, and Mathematics) education. To ensure that the school serves its community in a manner aligned with its foundational principles, PCSC utilizes a lottery system for student admissions. This system takes into account specific preferences to prioritize key groups of applicants while maintaining fairness and transparency.

Enrollment at PCSC is voluntary. As per A.S. 14.03.265(b), the school shall strive to enroll all eligible students who submit a timely application. If more students apply than there is space available, a lottery will be conducted. All students who are eligible to attend the Fairbanks North Star Borough School District (FNSBSD) are eligible to apply to PCSC.

Admissions Criteria and Preference Categories

All students who have previously been enrolled at PCSC are automatically re-enrolled in the program. Parents or guardians are expected to notify the school of any change in enrollment plans, prior to the lottery, for the upcoming year. PCSC will then give preference to applicants based on the following categories, with the order of preference reflecting the school's commitment to its community and stakeholders:

1. *Children of Pearl Creek Teachers and Staff*
    - Children of PCSC staff will receive priority admission. This priority applies to children of full-time and part-time staff employed at the school.
2. *Children of Founding Members*
    - Children or grandchildren of founding members will be granted priority admission.
    - A "founding member" is an individual with at least 40 hours of volunteer time invested during the founding of PCSC. This includes dedicated time and effort to the initial development of PCSC until the first instructional day of the first year of operation. A log of time and effort should be provided to verify "founding member" status.
3. *Returning Students*
    - For purposes of the first operational year only, students who attended Pearl Creek Elementary School in 2024-2025 will be treated as returning students of PCSC and will be granted priority admission if they are eligible and apply.

4. *Siblings of Existing Students*
    - Applicants with a sibling currently enrolled at PCSC will receive priority admission after category.
    - A "sibling" is defined as a student who shares at least one biological or legal parent or guardian with a current student at PCSC.
    - This preference applies upon admission - i.e., if a child is admitted through lottery their siblings are automatically shifted to this priority admission category.
5. *Title I or Migrant Students*

- Applicants eligible for Title I services or who are part of the migrant education program that do not meet any of the above criteria will be given priority after category (4).

6. All Other Eligible Applicants

Lottery Process

1. *Lottery System*
    - All eligible students who submit a timely application will be enrolled.
    - If there are more applicants within a grade than space available, then PCSC will conduct a lottery to determine admission within that grade. The lottery process will prioritize students based on the preference categories outlined above.
    - Within each grade, applicants will be placed into a separate pool based on their preference category. Within each pool, applicants will be ordered through a random drawing.
    - The ordered results of each preference category will be appended to the results of the previous categories to create the ordered admission list for each grade.
    - The selection process will be overseen by the APC Committee to ensure fairness and transparency.
    - Lottery drawings may be completed manually or electronically at the discretion of the APC.

2. *Lottery Procedure*
    - The lottery process will work within each grade independently. If there are more applicants than available spots in a grade, the lottery procedure will be conducted to select students for admission.
    - Applications will first be reviewed to determine the highest preference category each applicant qualifies for (e.g., sibling, child of staff, Title 1 or Migrant, etc.).
    - Within each grade, an ordered admission list will be generated from the lottery results of each preference category sequentially.
    - In the inaugural year only, the pool of (1) children of staff will be followed by preference categories for (2) children of founding members and then (3) students who attended Pearl Creek Elementary in the 2024-25 school year.
    - For each grade, the number of available admissions spots will be filled sequentially based on the ordered admission list.
    - When siblings are in the admissions lottery simultaneously, the presence of one sibling above the line for admission in their grade will move all other siblings into the (4) siblings preference category pools in their respective grades. This adjustment will be completed before the admissions results are finalized.

3. *Wait List*
    - Within each grade, any applicants on the ordered list below the number of admissions spots will be placed on a waiting list in the order their names were drawn.

- If a vacancy occurs prior to or during the school year, students from the waitlist will be contacted in the order they are on the waitlist.

Notification and Enrollment

- All applicants selected in the lottery will be notified by the APC deadline.
- Families must confirm their acceptance of the offer per APC deadline. If no confirmation is received by the deadline, the offer will be rescinded, and the next student on the waiting list will be offered the available spot.

Conclusion

This admissions lottery policy reflects Pearl Creek STEAM Charter School's commitment to fairness and supporting the needs of our community. By prioritizing the above-listed key stakeholder groups, we aim to foster a school environment that serves the interests of our community and promotes access to high-quality STEAM education.

APPENDIX I

PROJECTED BUDGET

Pearl Creek STEAM Charter School

Pearl Creek STEAM Charter School
Budget Summary, Projections, and Financial Plan
2026-2027
Estimated Enrollment: 352

OVERALL SUMMARY

TOTAL YEARLY REVENUE	**$**	**3,993,556**
TOTAL YEARLY EXPENSES	**$**	**3,993,556**

BUDGET SUMMARY

EXPENSES		
Salaries & Benefits	$	3,083,000
Services	$	541,250
Supplies	$	369,306
TOTAL EXPENSES	$	3,993,556

REVENUE		
District Base Student Allocation	$	3,689,225
Local Contribution - FNSBSD Admin. Calculated	$	275,900
Alaska Statutes § 14.03.264 Charter school grant	$	176,000
4% Admin Rev to District from BSA	$	(147,569)
TOTAL REVENUE	$	3,993,556

BUDGET EXPENSE DETAILS

SALARIES & BENEFITS

Salary and benefits for each employment category are based on estimates provided as a lump sum by the FNSB SD Administration in July 2025. The staffing for the school is based on the number of staff needed to implement the K-6 model and curriculum developed by the PCSC Curriculum Committee. Staffing will include one principal (1 FTE) and 16 certified classroom teachers for who will nurture and grow the knowledge and exploration of STEAM in PCSC. Five teacher assistants will be allocated to support kindergarten through third grade. Although the FNSB SD estimated the teacher assistants salary and benefits at $35,000 per FTE, further consultation with current FNSB SD staff identified $56,000 per FTE as a more accurate figure to reflect the type of assistant needed for those grade levels. This has been incorporated into the budget (5 FTE). To ensure efficient operations, two administrative professionals will be responsible for managing front office responsibilities. One will oversee special education administration, while the other will coordinate student meal programs (2 FTE). The budget also provides for a full time physical education teacher (1 FTE), a music teacher (1 FTE), and a librarian (1 FTE). Funding for substitute teachers is set at $25 per hour for 1,440 hours during the academic year based on historical district rates per education staff.

Description	**# FTE**	**Total**
Principal		
Principal (1 FTE)	1.00	$ 192,000
Classroom		
Teachers (16 FTE @ $127k)	16.00	$ 2,032,000
Teachers: Special Education (1 FTE $127k)	1.00	$ 127,000
Specialized and Administration		
Admins/Secretary:Office (1 FTE $50k)	1.00	$ 50,000
Admins/Secretary:Special Education (1 FTE $50k)	1.00	$ 50,000
Counselor (1 FTE $127k)	1.00	$ 127,000
Teachers Assistants/ ESSA Tutor (5 FTE at $56K)	5.00	$ 280,000
Gym	1.00	$ 127,000
Music	1.00	$ 127,000
Librarian	1.00	$ 127,000
Substitutes		
Substitutes - Anticipated	1.00	$ 36,000
TOTAL Salaries & Benefits	30.00	$ 3,083,000

SERVICES

Outdoor and indoor maintenance includes compensation for an maintenance worker, which may be part time, full time, or contractual depending on what is the most cost-effective and appropriate for the specific needs. Additionally, caregivers of enrolled students may contribute volunteer hours toward school maintenance, fostering a collaborative approach to facility care.

The student travel budget reflects the school's commitment to finding meaningful travel experiences for families. As a charter school, we aim to provide travel support for before and after school, as permitted by FNSBSD policies and procedures, including funding for field trips and these funds would allow for exploring what options are available and how to use them effectively for the school year to support student travel before or after school and for any field trips. We plan to collaborate with the district and community to maximize available resources, foster a supportive environment for all families, and explore innovative solutions to the ongoing district-wide transportation challenges.

Facilities costs are based on actual expenditures form FY23 FNSBSD facilities records. The Pearl Creek Elementary building incurred total facility costs of $165,707, covering expenses such as electricity, heating , fuel and water. The remaining $105,543 will be allocated for facility-related expenses which may include repairs as-needed and coordination with the FNSB related expenses.

The curriculum budget is set at $200,000, which will fund approximately 333 STEAM-specific curriculum packages, as estimated by STEAM-focused vendors. These projects will be reviewed and approved by the appropriate PCSC staff and the Academic Policy Committee to ensure they meet the educational goals for the school year and are within budget.

Description		Total
Outdoor & Indoor maintenance	$	30,000
Student Travel	$	40,000
Facilities Cost	$	271,250
Curriculum	$	200,000
TOTAL YEARLY EXPENSES	$	541,250

SUPPLIES

Classroom supplies ($78,000): Funds for essential learning materials such as pencils, paper, art supplies, and books that help teachers create engaging and effective lessons for students.

Curriculum Supplies ($113,500): This budget supports the purchase of textbooks, digital resources, and specialized materials, ensuring students have access to up-to-date and comprehensive educational content.

Classroom Furniture ($108,966): Allocated for desks, chairs, and storage units, this category ensures that classrooms are equipped with functional and comfortable furniture to enhance students' learning environment.

Office Furniture ($28,500): This budget covers necessary office equipment for administrative staff, such as desks chairs, and filing cabinets supporting efficient school operations.

Technology Supplies ($40,000): funds in this category provide for computers, tablets, software and other technology helping students and staff integrate modern technology into learning and administration.

Description		Total
Classroom Supplies	$	78,340
Curriculum	$	113,500
Classroom furniture	$	108,966
Office Furniture	$	28,500
Technology Supplies	$	40,000
TOTAL YEARLY EXPENSES	$	369,306

BUDGET REVENUE DETAILS

REVENUE

For the upcoming fiscal year, our projected first-year student enrollment is projected to be 352, which is supported by enrollment interest, survey data and demonstrated from FNSB families, students, and the wider community. Based on the Base Student Allocation (BSA) of $6,660 per student, then the multipliers appropriate for elementary school, this results in an estimated $3,689,225 instate funding. In addition, the Fairbanks North Star Borough School District (FNSBSD) Administration has projected amount for local contribution allocation of $275,900. Furthermore, in accordance with state law, the State of Alaska will provide a First Year Charter School Grant of $500 per student, amounting to $176,000 for our school. Then less 4% administrative rate provided to the district from the BSA. Collectively, these revenue sources yield a total anticipated operating budget of $3,993,556.60. The budget reflects a fiscally responsible approach, maximizing available funding steams to ensure operational sustainability and prudent financial management.

REVENUE		
Base Student Allocation	$	3,689,225
Local Contribution - FNSBSD Admin. Calculated	$	275,900
Alaska Statutes § 14.03.264 Charter school grant	$	176,000
4% Admin Revenue to District from BSA	$	(147,569)
TOTAL REVENUE	$	3,993,556

School	School Avg. Daily Membership (ADM)	School Size Factor Equation	School Size Factor Equation applied	District Cost Factor (Fairbanks 1.070)	Special Needs Factor (1.20)	CTE Factor (1.015)	Adjusted ADM (AADM)	Charter Grant (ADMx $500)	AADM times the BSA of $6660	Total Basic Need for School	Per Student Funding
PCSC	352	326.10 + (.97*(ADM-250))	425.04	454.79	545.75	553.94	553.94	**$176,000**	**$3,689,225**	$3,698,088	$10,506

APPENDIX J

Proposed Transportation Policy

Pearl Creek STEAM Charter School

PROPOSED TRANSPORTATION POLICY

PCSC is committed to pursuing long-term solutions that prevent transportation from being a barrier to attendance. We are exploring grant funding opportunities to expand transportation services. Our transportation policy will be updated to reflect any changes and innovations guided by the APC.

Until otherwise amended, our transportation policy will be to utilize district transportation as described in the FNSBSD policy BP 3540 (attached). This policy offers transportation to charter students along existing bus routes on a space-available basis. We will work closely with the FNSBSD to maximize the number of students served by this option, to include modification of start times if needed to utilize current transportation options.

If the FNSBSD does not have space available or otherwise elects to provide transportation funding instead of transportation, as outlined in AS 14.09.010(e), the APC will delegate transportation planning to a committee.