

## KENAI PENINSULA BOROUGH SCHOOL DISTRICT

SOLDOTNA MONTESSORI CHARTER SCHOOL  
Mo Sanders, Administrator  
162 Park Ave. Soldotna, Alaska 99669-7553  
Phone (907) 260-9221 Fax (907) 260-9032

September 13, 2016

Kenai Peninsula Borough School District School Board

Dear Committee Members:

Enclosed is the contract renewal and charter reapplication package for Soldotna Montessori Charter School. This is our third charter re-application.

We provide a high quality educational program to our students. We have a strong, positive connection with our families and the community.

By providing a high quality elementary school program we are able to attract families into the public school system, and accommodate parents already in the system that may be seeking an alternative for their student.

Most importantly, we serve students by preparing them to be thriving members of society.

Respectfully,

Holly Montague  
Chair, Academic Policy Committee

Mo Sanders,  
Administrator



**RENEWAL**  
**Charter School**  
**APPLICATION**  
for

**Soldotna Montessori Charter School**

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**FY 2016**

Alaska Department of Education & Early Development  
801 W 10<sup>th</sup> Street, Suite 200  
P.O. Box 110500  
Juneau, AK 99811-0500

## Reviewer Rating Template

### Section 1: Establishment of the Charter at the local level

- i. Provide the primary purpose of the charter and how it specifically differs from other educational options available in the community. Provide a narrative to describe how the charter has changed since the last application. *AS 14.03.265(a)(1-3)*
- ii. Provide evidence of the local school board approval of the reapplication for the charter school marked as Appendix A. *AS 14.03.250(b)*
- iii. Provide evidence of the signed contract between the charter school and the local school board containing all required elements under AS 14.03.255(c) marked as Appendix B. *AS 14.03.255(c)(1-14)*
- iv. Provide either the charter school's bylaws marked as Appendix C **or** an indication on the signed assurance page that the bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. *4 AAC 33.110(a)(4)*
- v. Provide evidence of the 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 the charter school met with the academic policy committee to fulfill the requirement of at least once each year monitoring the progress in achieving the committee's policies and goals. Mark as Appendix D. *AS 14.03.250(a), AS 14.03.255(b)(4), 4 AAC 33.110(a)(1)*

Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes  Rating: Compliant/Noncompliant
Purpose	Page 12	
Evidence of board approval	Appendix A	

Evidence of signed contract with all required elements	See required element below (items 1-14)	
1. Description of educational program	Appendix B	
2. Specific levels of achievement for the education program	Appendix B Also Section 3, page 13	
3. Admissions Policy and Procedures	Appendix B Also Section 6, pages 16-18	
4. Administrative Policies	Appendix Also Section 2, page 13-14	
5. Statement of Charter funding	Appendix B Also Section 7, page 18	
6. Method of accountability for receipts and expenditures	Appendix B Also Section 7, page 18	
7. Location and description of facility	Appendix B Also Section 5, page 16-17	

8. Name of teachers who by agreement will teach in the charter	Appendix B	
9. Teacher to student ratio	Section 5, page 6	
10. Number of students to be served	Section 5, page 6	
11. Term of contract (not to exceed 10 years)	Appendix B	
12. Termination Clause	Appendix B	
13. Statement of state and federal law compliance	Appendix B	
14. Exemptions or requirements included in contract	Not applicable	
Evidence of bylaws or assurance	Appendix C Also Section 1, page 12	

Evidence of APC, including list of names/qualifications, meeting minutes	Appendix D	

**Reviewer Rating Template**

**Section 2: Organization and Administration**

- i.* Provide information on how the charter school is administered to ensure that the terms of the contract required by AS 14.03.255 (c) are being met; including who is responsible and what mechanism(s) they use. *AS 14.03.255(b)(2)*
- ii.* Provide the written administrative policy manual utilized by the charter **or** an indication on the signed assurance page that the policy manual submitted to the department in the initial application or previous renewal applications has not changed. Mark as Appendix E. *4 AAC 33.110(a)(13)*
- iii.* Provide evidence that the charter school met regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school, including any review recommendations. *AS 14.03.255(b)(3)*
- iv.* Provide evidence that the charter school met with the APC at least once a year to monitor progress in achieving the committee’s policies and goals. *AS 14.03.255(b)(4)*
- v.* Provide a description of the school schedule and calendar. *4 AAC 33.110(a)(9)*
- 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)*

Section 2	Page Number location(s) of response(s) including Appendices	Reviewer’s notes  Rating: Compliant/Noncompliant
Description of administrative oversight	Page 12-13	

Evidence of written administrative policy manual or assurance	Appendix E Also pages 12 – 13	
Evidence of regular parent and teacher contacts for continuous improvement	Page 12	
Evidence of annual APC meeting	Appendix G Also page 12	
Description of school schedule and calendar	Appendix H	
Alternative options for students if no other educational program exists	Not applicable	

**Reviewer Rating Template**

**Section 3: Educational Program and Student Achievement**

- i.* Provide a description of the educational program to be offered at the charter school including specific teaching methods that benefit an age group, grade level or specific

type of student and examples of curriculum utilized. *AS 14.03.255(c)(1), AS 14.03.265(a)(1-3), 4 AAC 33.110(a)(5)*

- ii.* 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)*
- iii.* Provide a description of plans for serving special education, vocational education, gifted, and bilingual students. *4 AAC 33.110(a)(10)*
- iv.* Provide the written objectives for program achievement desired by the charter. Include information on the progress of the charter to date in reaching the objectives. Include in this section information on ASPI star rating, comparisons of state assessments for the school to district and state averages, as well as student performance by disaggregated groups. Include a synopsis of how students in your school are performing. Also include information on how the charter addresses the needs of students who do not perform at acceptable levels of proficiency. *4 AAC 33.110(a)(7)*
- v.* Provide a description of the mechanisms for student assessment utilized in addition to those required by state law. *4 AAC 33.110(a)(5)*

Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes  Rating: Compliant/Noncompliant
Description of educational program	Page 13-15	
Evidence of written instructional program that addressees content standards and aligns with statewide assessment system	Appendix 1  Also page 14	

Description of plans for serving special education, vocational education, gifted and bilingual students	Pages 14 -15	
Evidence of written objectives for program achievement, progress on meeting objectives, comparisons of disaggregated assessment data to district and state averages, and plans to address students who do not perform at acceptable levels	Appendix J Also page 15	
Description of the mechanisms for student assessment in addition to those required by state law	Page 15	

**Reviewer Rating Template**

**Section 4: Professional Development**

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

Section 4	Page Number location(s) of response(s) including Appendices	Reviewer's notes  Rating: Compliant/Noncompliant
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Description of and schedule for planned professional development	Pages 16	
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<b>Reviewer Rating Template</b>		
<b><u>Section 5: Facility</u></b>		
<ul style="list-style-type: none"> <li>i. Provide the location for the charter school, description of the facility and lease information. <i>AS 14.03.255(c)(7)(d), 4 AAC 33.110(a)(15)</i></li> <li>ii. Describe the plans for the charter school’s facility and any plans for projected growth. <i>4 AAC 33.110(a)(15)</i></li> </ul>		

Section 5	Page Number location(s) of response(s) including Appendices	Reviewer’s notes  Rating: Compliant/Noncompliant
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Description of facility and location of the charter school including addressing district leased space if applicable	Page 16	
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Evidence of a written facility plans	Page 16	
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<b>Reviewer Rating Template</b>		
<b><u>Section 6: Admission</u></b>		

- 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)*
- ii. Provide a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school’s capacity. Please include information in this section describing enrollment and waitlist numbers for the past 3-5 years. Mark as Appendix H. *AS 14.03.265(b), 4 AAC 33.110(a)(17)*

Section 6	Page Number location(s) of response(s) including Appendices	Reviewer’s notes  Rating: Compliant/Noncompliant
Evidence of written admission policies and procedures	Pages 16 - 17	
Evidence of a written student recruitment process, including enrollment and waitlist numbers	Page 17 - 18	

**Reviewer Rating Template**

**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)*

ii. Provide a signed assurance that: <ul style="list-style-type: none"> <li>the charter school follows all district approved practices to account for receipts and expenditures;</li> <li>the charter school has been successful in ending each year with a zero or positive fund balance;</li> <li>all audit reports to date indicate the school has met its obligation to ensure the fiscal integrity of the school's financial operation. <i>AS 14.03.255(b)(1)(c)(6)</i></li> </ul>		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer's notes  Rating: Compliant/Noncompliant
Evidence of a budget plan	Page 18	
Evidence of assurance	Appendix E	
<b>Reviewer Rating Template</b>		
<b><u>Section 8: Transportation</u></b>		
<i>i. Provide the district charter school transportation policy, if proposed or adopted, marked as Appendix J. 4 AAC 33.110(a)(19)</i>		
Section 8	Page Number location(s) of response(s) including Appendices	Reviewer's notes

		Rating: Compliant/Noncompliant
Plans for pupil transportation	Appendix 18	

**Section 1: Establishment of the Charter at the local level**

1. The primary purpose of this charter is to offer a Montessori approach to teaching and learning. This charter was originally created with that purpose and that purpose has not changed. The school has evolved in its implementation of Montessori principles as more staff have gained training and/or certification in the Montessori Method.
2. Evidence of the local school board approval of this reapplication is included in this document as Appendix A.
3. Evidence of the signed contract between this charter school and the local school board is included in this document as Appendix B.
4. The updated charter school bylaws are included in this document as Appendix C.
5. Evidence of the Academic Policy Committee consisting of parents of students attending the school, teachers, and school employees are included in this document as Appendix D. Academic Policy Committee meeting minutes from the last school year are also included in Appendix D.

**Section 2: Organization and Administration**

1. The charter school has a certified school administrator with a Type B credential issued by the State of Alaska. The current administrator also has *The Administrator Credential* issued by the American Montessori Society. It is the role of the school administrator to ensure that the terms of the charter school contract are being met. The school administrator works in tandem with the district, school staff and the Academic Policy Committee to ensure that rigorous student achievement levels are attained; that school admission policies and procedures are clear, compliant with state statute and are adhered to; and that school administrative policies are in compliance with state and district policies. It is also the role of the administrator to have an understanding of Montessori principles and methodology; and, to ensure that all certified teachers at the charter school receive on-going Montessori training. The APC may work with the school administrator to discuss options for providing financial support for certified staff seeking

- official Montessori Certification. If financial support is provided, teachers must commit to an agreed upon number of years of service or repay the amount of support received.
2. The charter school utilizes the Kenai Peninsula Borough School District Policy Manual, and has done so since the school opened. This is indicated on the signed assurances page marked Appendix E.
  3. The charter school meets regularly with parents and with teachers to review, evaluate and improve operations of the charter school primarily through the School Development Planning process (Appendix F) and during Academic Policy Committee meetings and work sessions.
  4. The charter school has an active APC that has historically met from 4 to 8 times per year. Evidence that the charter school has met with the APC at least once a year to monitor progress in achieving the committee's policies and goals is provided in Appendix G which includes meeting schedules and agendas for the past year.
  5. The school schedule and calendar is included in Appendix H. The school daily schedule includes time blocks for academic instruction, physical education, music instruction, band and choir programs, special education and academic intervention programs. The school calendar follows the district calendar and includes quarterly dates for inservice training, staff collaboration and parent teacher conferences and/or reporting to parents.

### **Section 3: Educational Programs and Student Achievement**

1. The educational program at the charter school includes teaching methods specific to the Montessori approach. Scientific research confirms that the Montessori approach is beneficial to children of all ages. This research includes evidence that students in a Montessori learning environment have an advantage not only academically, but also in social and emotional development. Examples of this research include, but are not limited to: Dohrman, K. "Outcomes for Students in a Montessori Program: A Longitudinal Study of the Experience in Milwaukee Public Schools": AMI/USA (May, 2003); and Lillard, A.S. & Else-Quest, N., "Evaluating Montessori Education," *Science* 131: 1893-94 (Sept. 29, 2006).

Specific components of the Montessori approach that are practiced with consistency at the charter school include **Multi-age Classrooms**: our Montessori curriculum, with the exception of kindergarten, is delivered in three year cycles in multi-age classrooms; **Hands-on Learning**: our school emphasizes hands-on learning using many concrete learning materials, including specific Montessori manipulatives; **Grace and Courtesy**: students learn to recognize and respect the rights and needs of themselves and others. Students are encouraged to solve problems using peaceful words and actions. School practices encourage self-regulation and conflict resolution by using the Conscious

Discipline program; **Field Studies:** field studies encourage students to gain information and experience from the real world as well as apply their own knowledge in real world situations; **Understanding and Gaining Deep Respect for the Natural World:** our curriculum incorporates many opportunities to interact with the natural environment through instructional activities, research and field studies; **Global Understanding:** students learn about culture, global issues and the vast diversity of people and ideas in our world; **Follow the Child:** instruction is differentiated according to individual student readiness, academic performance and student interest; **Community Service:** students learn to make a contribution to others and to society through community service; **Student Investigation and Research:** Students conduct class and individual investigations as a common method for acquiring curriculum knowledge. Technology, library archives, guest speakers and field studies support student research efforts; **Self-Direction and Student Accountability:** students in all grades gain experience in time management and work responsibility. Students develop self-direction and accountability in their day; **Practical Life Skills:** children use Practical Life Skills to take care of the classroom, themselves and the environment. They also learn to properly utilize technology, manage time and organize effectively. Early practical life skills are also used to develop concentration skills, help develop fine and gross motor control and help develop impulse control. Practical life skills may also include learning to use technology, time management, and organization skills.

The monitoring of the implementation of these principles is the responsibility of the administrator. These principles are reviewed annually by the APC.

2. The charter school is accountable to all state standards and mandated state and district assessments. Curriculum is delivered in a Montessori context while addressing each of the State of Alaska Content Standards and aligning with state assessment content. The charter school report card used for reporting student progress to families is based on the state content standards. A sample is included in Appendix I.
3. The charter school identifies and serves special education, gifted and bilingual students using the district model. SMCS identifies and serves special education, gifted and bilingual students. SMCS complies with Kenai Peninsula Borough School District and State of Alaska's laws and statutes regarding special education students. The Response to Intervention Model (RTI) is used to identify potential special education and gifted students. Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services are provided by

general education teachers, special educators, and intervention specialists. Progress for all students is monitored quarterly by the school Intervention Team to assess both the learning rate and level of performance of individual students. Progress for some individuals is monitored more frequently. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. Instruction and intervention are guided by individual student outcome data. The process for determining if a student meets the district eligibility criteria for the gifted and talented program is also a function of the school Intervention Team. An individual Student Learning Plan (SLP) is developed for students meeting program eligibility criteria.

4. Program achievement objectives at the charter school are determined by reviewing student progress towards district and state achievement standards. It is the goal of the charter school that all students meet or exceed state and district levels of performance. The Alaska School Performance Index (ASPI) rates Alaska's schools on a scale of one to five. As of the last determination by the state, Soldotna Montessori Charter School is a five star school. The two most recent ASPI reports are included in Appendix J. The most recent State of Alaska Report Card to the Public (School Level), including student the most recent state testing results (AMP, Spring 2015) and performance by disaggregated groups for that year, is included in Appendix J.

Students who do not perform at acceptable levels of proficiency are included in the school RTI process. The school Intervention Team works with parents to determine the most effect strategies for increasing achievement for any student who is performing below identified proficiency levels.

5. In addition to the mechanisms for student assessment required by state law, all students at the charter school take part in the AIMSWEB universal screenings three times per year. Students in grades 4 – 6 participate the Performance Series assessment strand three times per year. Performance Series assessments are web-based, allowing classroom to view student results immediately. This enables appropriate placement for instruction right away. All teachers use the Fountas and Pinnell Benchmark Reading Assessment for all students to determine individual reading levels. By determining individual reading levels, teachers are able to match books to individual readers and to provide differentiated, needs-based reading instruction to individuals or very small groups. All classroom teachers administer a variety of other informal assessments in an on-going basis in order to design instruction tailored to the needs of the students they work with.

#### **Section 4: Professional Development**

1. Professional Development at the charter school takes place on-site, off-site and online.

- a. Required On-Site Professional Development:
  - i. Seven half-days per year are provided for site-based inservice training and professional development. Professional development topics for the last school year included increasing rigor in mathematics instruction and school-wide implementation of the Conscious Discipline Program.
  - ii. Six partial-day early release sessions per year are provided for continued teacher collaboration and professional development. Professional Development topics during early release sessions last year included a priority focus on school-wide implementation of the Conscious Discipline Program. Other topics such as taking a closer look at the ELA and math standards were also included.
  - iii. The calendar for the current year inservice and early release days is included in Appendix K.
- b. Voluntary Off-Site Professional Development:
  - i. Montessori training and conferences: nine staff members participated in State and National Montessori Conferences. Two staff members participated in Montessori Certification programs, including summer internships.
  - ii. Kagan Cooperative Learning Training: Four staff members attended local and national Cooperative Learning training.
  - iii. Conscious Discipline Training: Four staff members completed level one training for Conscious Discipline.
- c. Web-Based Training:
  - i. 4MAT Learning Styles Training: one staff member completed a webinar series for addressing learning styles in the instructional cycle
  - ii. Math Applications: four staff members completed a webinar on real life problem applications for mathematical concepts
  - iii. Mandatory State and District Training: all staff members completed the online training bundle for topics such as safety, gender equity, child neglect and abuse, FERPA and 504.

### **Section 5: Facility**

1. The charter school is located in the 400 Wing of Soldotna Elementary School at 162 E. Park Avenue, Soldotna, Alaska. The building is a property of the Kenai Peninsula Borough. The charter school has shared this facility with Soldotna Elementary School since opening in 2001. The maximum enrollment capacity for the 400 Wing is 167 students. The student teacher ratio is 1:24 in upper elementary classrooms. Grades

kindergarten – third grade have classrooms with one teacher and one instructional assistant. In those classrooms, student to teacher ratio is approximately 1:12.

2. There are no plans at this time to move to another facility or to lease a facility. The charter school would consider the option to move if a larger borough-owned facility able to accommodate the school needs were to become available.

### **Section 6: Admission**

1. The admission policy for the charter school include the following:
  - a. The option to enroll at the charter school is open to school-aged children in grades K – 6.
  - b. Notice of enrollment is advertised in Peninsula newspapers each January.
  - c. Students will be accepted throughout the school year if space is available.
  - d. In the event that there are more applicants to the Soldotna Montessori Charter School than can be accommodated, students will be admitted to the school on the basis of a lottery.
  - e. Lottery Guidelines are published in the staff handbook, the parent handbook and are published on the school website/blog.
  - f. The applicant pool will consist of students who submit the Admission and Lottery Application to the school on or before the deadline. The application period will be advertised within the community.
  - g. The school does not discriminate against anyone with regard to race, gender, national origin, color, disability, or age.
  - h. The number of slots available in the lottery will depend on the number of available spots in the given classes.
  - i. Classes with combined grade levels will maintain a balance of students in the various grade levels insofar as there are sufficient applicants for each grade. It is anticipated and acceptable that these numbers will fluctuate.
  - j. Students currently enrolled in the school do not have to go through the lottery.
  - k. Siblings of students enrolled in the school do not have to go through the lottery and will be accepted into the school in the following school year as long as there are spots available.
  - l. In the event that the number of siblings applying to the school exceeds the number of students that can be accommodated by the school, the siblings will be chosen by lottery according to the lottery guidelines.
  - m. If a special services student or student with a 504 Plan is enrolled at SMCS, a review of the student's IEP or 504 Plan is conducted with the IEP/504 Team. The IEP/504 team then determines if SMCS can meet the student's individual learning needs via the methodology and curriculum materials available at the school. If the IEP/504 team determines that SMCS cannot adequately address the needs of the student the decision is disclosed to the parent at the meeting and documented in a Prior Written Notice. Notice to the parent includes a copy of the Procedural Safeguards.

- n. The lottery for the coming will take place during the last week of March. The drawing will be conducted by a local accounting firm.
- o. The names of all applicants meeting the qualifications outlined in (1) will be entered into the lottery and randomly assigned numbers.
- p. The CPA will generate a list. The lowest number will have the highest ranking. For example, the student assigned the number 1 will be the first child accepted.
- q. Lottery officials will start at the lowest number (highest ranking), and names will be assigned until slots for the various classes are filled.
- r. Notification of enrollment will be in the first week of April unless otherwise indicated.
- s. In the event that all students spots are filled during the lottery process, students who are not enrolled via the lottery will be put on a Wait List and will be notified when or if space becomes available.
- t. Waitlist details for the past 3 years:

	K	1	2	3	4	5	6
2016-17	9	2	0	0	1	0	1
2015-16	3	4	3	1	3	2	1
2014-15	3	4	1	1	3	0	0

**Section 7: Fiscal**

- 1. The documents providing a budget summary, statement of the charter school’s funding allocation from the local school board and costs assignable to the charter school program budget are included in Appendix K.
- 2. A signed assurance including the following is included in Appendix E.
  - a. follows all district approved practices to account for receipts and expenditures
  - b. the charter school has been successful in ending each year with a zero or positive fund balance
  - c. all audit reports to date indicate the school has met its obligation to ensure the fiscal integrity of the school’s financial operation.

**Section 8: Transportation**

- 1. The adopted district charter school transportation policy is included as Appendix M.

Appendix A  
Evidence of School Board Approval

**APPENDIX A**  
**SCHOOL BOARD APPROVAL**

The charter school reapplication for Soldotna Montessori Charter School gained school board approval on December 5, 2016.

Name of the School District: Kenai Peninsula Borough School District

Name of the Charter Program: Soldotna Montessori Charter School

Name of the School Board President: Joe Arness

Signature of the School Board President: \_\_\_\_\_

Appendix B  
Signed Contract between Charter School  
and School Board

**SOLDOTNA MONTESSORI CHARTER SCHOOL CONTRACT**  
**July 1, 2017 to June 30, 2027**

THIS AGREEMENT is between Soldotna Montessori Charter School, whose address is 162 Park Avenue, Soldotna, Alaska 99669, hereinafter “Charter School”, and the Kenai Peninsula Borough School Board, whose address is 148 N. Binkley St., Soldotna, Alaska 99669, hereinafter “School Board”.

WHEREAS, Charter School desires to operate within the Kenai Peninsula Borough School District, hereinafter “School District”, in conformance with Alaska Statute 14.03.250-.290 and School District policies and procedures; and

WHEREAS, at its meeting dated December 5, 2016, the School Board Reviewed and approved Charter School’s application; and

WHEREAS, at its meeting dated XXXXXXXXXXXX, the Alaska State School Board reviewed and approved Charter School’s application:

NOW THEREFORE, in consideration of the mutual covenants and agreements contained herein, the parties do agree as follows:

Charter School shall provide educational programs and services subject to the terms and conditions of this contract, commencing with the first day of school in the School District for the 2012-2013 school year and continuing through the last day of school in the 2016-2017 school year.

1. **Educational Program:** Charter School shall provide an educational program which shall advance basic skill areas including mathematics, science, language arts and social studies appropriate to the age of students included in the program. Additionally, the educational program shall be designed as defined in Charter School Proposal as approved by School District and by the Alaska State Board of Education.
2. **Achievement Levels:** Charter School’s educational program shall meet the specific levels of achievement specified in the proposal.
3. **Policies and Procedures:** Except as otherwise provided herein, Charter School is required to comply with School Board policies and procedures, and Alaska Department of Education regulations. To develop and implement admission and administrative policies for the school, the Charter School shall establish an Academic Policy Committee.
  - a. **Admission Policies and Procedures:** Any resident of the School District who is otherwise eligible to attend Kenai Peninsula Borough School District schools may apply for admission to the Charter School. In addition, the Charter School shall adhere to the admissions policies and procedures specified in the proposal.

- b. **Administrative Policies:** Charter School shall adhere to Charter School administrative policies as specified in the proposal.
  - c. The Charter School shall prohibit violence and the use or possession of drugs, alcohol, tobacco and weapons on school grounds. Disciplinary proceedings for violations shall be consistent with applicable Alaska Statutes, state and federal regulations and School District policies.
4. **Funding:** School District shall allocate funding for Charter School in accordance with State Law, less administrative costs determined by applying the DOE approved indirect cost rate to the amount allocated for Charter School. An annual budget for Charter School shall be submitted to School District according to schedules established by the School District. Funds shall be made available to Charter School on July 1 of each year of this contract. The amount of the budget will be adjusted immediately following the ADM count period as established by the State of Alaska.
  5. **School District Charges:** All materials and services provided by School District to Charter School shall be provided to Charter School at rates equal to those charged to other schools in the School District.

No tuition shall be charged to Charter School students who reside in the School District. Fees consistent with School District policy and collected from Charter School students shall be retained by Charter School.

6. **Budget and Accounting:** Charter School shall account for receipts and expenditures by using and complying with the School District purchasing and accounting systems. Charter School covenants and agrees that it shall comply with all state and federal requirements for receipt and use of public money.
7. **Facility:** Charter School shall be operated at the following location: Soldotna Montessori Charter School, 162 Park Avenue, Soldotna, Alaska 99669.  
  
KPBSD covenants and warrants that the current facility complies with all local, state and federal health and safety requirements applicable to other public schools in the School District.  
  
Soldotna Montessori Charter School agrees to pay utilities at a rate agreed upon on an annual basis.
8. **Teachers and Support Staff:** At the time of executing this contract, Charter School anticipates that the following teachers and support staff will perform teaching/support services in the Charter School:

- a. Mo Sanders, Administrator
- b. Teachers:
  - i. Eric Hanneman, Kindergarten
  - ii. Kathy Holt, 1<sup>st</sup> – 3<sup>rd</sup>

- iii. Jennifer Hubbard, 1<sup>st</sup> – 3<sup>rd</sup>
- iv. Kristen Romberg, 1<sup>st</sup> – 3<sup>rd</sup>
- v. Matthew Faris, 4<sup>th</sup> – 6<sup>th</sup>
- vi. Jessica Moore, 4<sup>th</sup> – 6<sup>th</sup>
- vii. Terri Carter, 4<sup>th</sup> – 6<sup>th</sup>
- viii. Debra Cross, Special Education Resource
- ix. Susan Larned, Interventionist
- c. Instructional Aides:
  - i. Emily Husar, Kindergarten
  - ii. Melannie Castro, 1<sup>st</sup> – 3<sup>rd</sup>
  - iii. Maria Mooney, 1<sup>st</sup> – 3<sup>rd</sup>
  - iv. Kara Bynum, 1<sup>st</sup> – 3<sup>rd</sup>
  - v. Tracie Stang, 4<sup>th</sup> – 6<sup>th</sup>
  - vi. Maria Johnson, Special Education K – 6
  - vii. Tammy Fann, Special Education K -6, part time
- d. Leora Gibbons, Secretary
- e. Mercedes Gibbs, Custodial staff
- f. Other staff as required

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

The Charter School agrees to hire an administrator with Class B Alaska certification.

- 9. **Teacher-to-Student Ratio:** Charter School agrees to maintain the teacher-to-student ratio as defined in the Charter School proposal approved by School District.
- 10. **Enrollment:** Charter School shall enroll a minimum of twenty (20) students at all times and shall enroll a maximum of students as specified in the proposal.
- 11. **Contract Term:** This contract shall be effective upon complete execution and shall terminate at the end of five (5) academic years unless earlier terminated as provided elsewhere herein.
- 12. **Termination:** This contract may be terminated by School Board for Charter School's failure to meet educational achievement goals or fiscal management standards, for a default in any material provision of this agreement or for other good cause. The School Board shall provide 90 days written notice to Charter School of its intent to terminate this contract and the reasons therefore. If Charter School fails to remedy the cause for termination within the time provided by School District, this contract shall automatically terminate at the end of the stated time. Any unused


funds and all properties remaining shall immediately be returned to the School District upon such termination.


13. **Equal Access:** Charter School covenants and agrees that it shall not discriminate against applicants based upon any of the protected classes, and that it shall provide equal access to its facilities to all students in compliance with state and federal law.
14. **Nonsectarian:** The Charter School shall be nonsectarian, and shall not be affiliated in any respect with any sectarian institution.
15. **Charter School Proposal:** The Charter School Proposal as approved by the Alaska State Board of Education is hereby incorporated into this contract. This contract shall bind Charter School to its stated purpose, goals, operational procedures, and all other aspects of the approved proposal.

This Charter School was approved by the Kenai Peninsula School Board on December 5, 2016 and was approved by the Alaska State Board of Education on **XXXXXXXX**. The Undersigned agree to all of this contract as specified herein.

\_\_\_\_\_  
Dave Jones, Assistant Superintendent  
Kenai Peninsula Borough School District

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Mo Sanders, Administrator  
Soldotna Montessori Charter School

  
\_\_\_\_\_  
Date

**APPENDIX C**  
**CHARTER SCHOOL BYLAWS**

# Appendix C

## Charter School Bylaws

Updated September, 2016

### SOLDOTNA MONTESSORI CHARTER SCHOOL ACADEMIC POLICY COMMITTEE BYLAWS

#### I. PURPOSE

In accordance with Alaska Statute 14.03.250 (Section B), the Soldotna Montessori Charter School Academic Policy Committee has been formed in order to establish and maintain the Soldotna Montessori Charter School. The Academic Policy Committee strives to establish and maintain a Montessori community in the central Kenai Peninsula so that the Montessori program can evolve with purposeful cooperation and common vision. To this end, the Academic Policy Committee

- will oversee the curriculum,
- engage in planning with the school administration and staff to set and meet program goals
- Insure the fulfillment of the mission of the SMCS Charter
- advocate for the program
- foster a spirit of community at SMCS.

#### II. MEMBERSHIP

##### A. Academic Policy Committee

The Academic Policy Committee, (hereinafter, "the APC"), shall be comprised of nine (9) non-paid, voting members, consisting of the following:

- Six (6) parents or guardians of currently enrolled students, elected at large
- One (1) school administrator or staff designee in administrator's absence
- Two (2) teacher members, selected by the teaching staff, ideally representing both the primary and intermediate levels

##### B. General Membership

The general membership, (hereinafter, "the membership"), shall be comprised of all legal guardians of currently enrolled students and all school administrators, faculty and staff (hereinafter, "the staff").

#### III. MEETINGS

##### A. APC Meetings

1. Regular Meetings: The APC will hold at least six (6) meetings scheduled during the school year to discuss APC affairs and take appropriate action. Notice of each meeting, along with an agenda, shall be posted at the school at least one week prior to each meeting. The membership as well as the public is welcome at all regular meetings. Procedure may be informal and minutes will be kept.
2. Special Meetings: Special meetings may be called for by the Chair or by written request of five members delivered to the Chair, Vice-Chair or Administrator. Notice of the meeting must be given to the members at least one day before the meeting and must specify the purpose for which the meeting is

# Appendix C

## Charter School Bylaws

Updated September, 2016

called. Action at the meeting is limited to the purpose stated in the notice. Procedure may be informal and minutes will be kept.

3. Quorum: The quorum for action at an APC meeting is five (5) members. Action requires an affirmative vote of at least five (5) of the members.

4. Executive Session: All regular and special meetings of the APC shall be open to the public except that, upon a vote of a majority of the APC members present, an executive session may be held to discuss any one or more of the following:

- Attorney-client matters
- Acquisitions, leases, rental, or sale of property
- Contract proposals or negotiations
- Confidential or sensitive personnel or student matters

The motion requesting the executive session shall state, in general, the nature of the matter to be discussed. Only those persons invited by the APC may be present during the executive session. The APC shall not make final policy decisions, nor shall any resolution, rule, regulation, or formal action, or any action approving a contract or calling for the payment of money be adopted or approved at any session, which is closed to the general public. Matters discussed during an executive session shall remain confidential among those attending. The Secretary of the APC shall maintain topical minutes of all executive sessions. If the district has an issue with the school principal the Superintendent will contact the APC chairperson. The APC chairperson will then request an executive session with the full APC and the principal.

Executive Session for Principal Evaluation: Feedback solicited from staff regarding the principal evaluation shall be given directly to the chairperson. All input is confidential and shall only be shared with APC members at the executive session designated for evaluating the administrator. All written input shall be shredded at the end of the executive session.

### **B. General Membership Meetings**

A general Membership meeting shall be held in the first Quarter of the school year. Additional meetings may be scheduled as necessary. Written notice of the meeting will be given and an agenda will be posted at the school two weeks before the meeting. The Chair will preside over Membership meetings. Procedure may be informal.

## **IV. SPECIFIC DUTIES OF THE APC**

**A.** Review and approve enrollment, curricula, and related topics and procedures in accordance with the following Alaska Statutes:

AS 14.03.250 - 14.03.290

(1) "academic policy committee" means the group designated to supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school;

# Appendix C

## Charter School Bylaws

Updated September, 2016

Sec. 14.03.250.

c); the principal of the charter school shall be selected by the academic policy committee and [the principal] shall select, appoint, or otherwise supervise employees of the charter school;

The APC is responsible for developing criteria for selecting the administrator and negotiating the contractual agreement with the administrator. The APC chairperson may approach the KPBSD Superintendent for technical support regarding the hiring of the school administrator. In addition, The APC may approach the district at any time for technical support regarding the performance of the school administrator.

### V. OFFICERS AND RESPONSIBILITIES

The APC shall formally elect the following officers prior to the General Membership meeting in September (first Quarter).

**A. Chair:** The Chairperson shall have the duties and powers normally given to that office including but not limited to:

1. Conduct general membership and APC meetings
2. Maintain communication with Administrator about internal program matters
3. Direct the functioning of the APC
4. Develop or delegate the agenda for all meetings

**B. Vice Chair:** The Vice Chair shall have the duties and powers normally given to that office including but not limited to:

1. Stand in for the Chair when needed
2. Oversee and facilitate the work of subcommittees.
3. Perform other duties as assigned by the Chair

**C. Secretary:** The Secretary shall have the duties and powers normally given to that office including but not limited to:

1. Maintain, post and distribute minutes of all meetings
2. Conduct other duties as assigned by the Chair
3. Give notice of all meetings

**D. Treasurer:** The Treasurer shall have the duties and powers normally given to that office including but not limited to:

1. Give a financial report of the APC funds at each APC meeting to be placed within the minutes.
2. Upon the dissolution of SMCS, the disposition of net proceeds from charitable gaming conducted under this chapter will go to an organization as defined as AS 05.15.690(5) or another qualified organization that is authorized to conduct an activity under AS 05.15.

# Appendix C

## Charter School Bylaws

Updated September, 2016

3. Perform other duties as assigned by the Chair

The following shall be in place prior to the General Membership meeting in September (first Quarter)

### **E. Past Chair**

1. Perform other duties as assigned by Chair

**F. Administrator:** Although not an elected office, the Administrator holds these additional responsibilities:

1. Assist with the development of the agenda
2. Report to the APC at all regular APC meetings on the budget, enrollment, and current school issues
3. Provide regular updates to APC members
4. Act as a liaison with KPBSD Central Office
5. Actively advocate for the school and Montessori philosophy
6. Be apprised of and follow Alaska State and KPBSD charter school statutes and policies and update the APC accordingly

### **G. Teacher Members:**

1. Represents the interests and concerns of teaching staff to APC
2. Perform other duties as assigned by the Chair

### **H. Parent Members:**

1. Represent the interests and concerns of students and parents to APC
2. Perform other duties as assigned by the Chair or APC

## **VI. TERMS AND ELECTION OF BOARD MEMBERS**

### **A. Terms of Parent Members**

1. Parent members are elected to three (3) year terms with two (2) seats being up for election each year.
2. Terms are from the swearing in of the parent member to the swearing in of the successor (typically from May to May)
3. Members may serve consecutive terms.
4. Interim vacancies shall be filled by appointment of the majority of the remaining Board, should a quorum exist. These appointments shall be effective only until the next annual election meeting, at which time an election will be held to fill the seat for the remainder of the term. Should a quorum no longer exist, due to voluntary resignation and/or dismissal, a special election will be held to fill vacant seats. The APC member(s) elected in said special election shall remain seated for the duration of the original term
5. 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.

# Appendix C

## Charter School Bylaws

Updated September, 2016

6. A member may be removed from the APC for failing to uphold the oath of office or failure to carry out the policies and objectives of Soldotna Montessori Charter School and the office held.

Procedure:

- (1) A motion for removal of a member shall be made an APC meeting.
- (2) A petition for the removal from office will be sent by the APC to the member in question, stating the reason for the proposed removal.
- (3) The member in question will have fifteen (15) days to respond in writing to the petition.
- (4) A vote will then be taken at the next APC meeting to accept or reject the petition to remove. A super-majority (6 APC Members) is required to accept or reject the petition.

7. A vacancy on the APC is created when an APC member is no longer eligible for membership in the APC, when the APC member resigns, or when the APC member fails to uphold the oath of office. The APC shall fill an APC officer vacancy by interim secret ballot.

### **B. Qualifications and Limitations**

1. Parent seats must be filled by parents or guardians of students currently attending the school on a full-time basis.
2. Parent seats may not be filled by a paid employee of the Montessori Charter School.
3. Only one parent per family may serve on the APC.
4. To maintain public confidence, prevent the use of public office for private gain, and to avoid conflicts of interest, APC members shall disclose in writing known or potential conflicts of interest prior to the time set for voting on any transaction and shall not vote on the matter or attempt to influence the decisions of other APC members in voting on the matter. The written disclosures will be attached to the minutes of the meeting in which APC action occurred relating to the matter disclosed.

### **C. Elections**

1. Regular elections will be conducted in May of each year by a three member election subcommittee.
2. The subcommittee will seek candidates for each seat at least one (1) month prior to the election.
3. Using information provided by the candidates, the subcommittee shall prepare a candidate information statement, which will be sent home with the students prior to the election.
4. Each member (defined as all legal guardians of currently enrolled students and all school administrators, faculty and staff) shall have one vote.
5. Elections shall be conducted using secret ballot in the spring of each year.
6. Absentee ballots, upon request, will be available in the SMCS office until the

# Appendix C

## Charter School Bylaws

Updated September, 2016

General Membership Meeting.

7. The subcommittee shall count the ballots on the election date.
8. Open seats shall be filled by candidate(s) receiving the highest number of votes of the members present.
9. Election results will be posted the next school day.
10. Elected members shall be sworn in at the next regular meeting of the APC.
11. In the event of a tie, the subcommittee will conduct a run-off election.

### VII. SUBCOMMITTEES

APC Standing subcommittees include:

1. **Election:** Runs elections under Article VI (C).

### VII. BYLAWS

These bylaws may be amended by a two-thirds vote of the APC. Proposed changes, amendments and updates will be on the agenda of a regular APC meeting, open for public comment, and voted on no earlier than the next regular APC meeting.

### VIII. APC MEETING RECORDS

All records of the APC are considered public and may be inspected at any reasonable time. The APC shall keep at the SMCS office a record giving the names and addresses of the APC.

### IX. CONCERNS/COMPLAINTS

In order to maintain a professional environment for students, staff and families, the APC encourages parents to follow the SMCS procedure. For the resolution of concerns or giving and getting accurate information.

1. First, speak directly to the classroom teacher most directly involved in the situation.
2. If there is still cause for concern or you feel the situation is not resolved, a meeting between you, the teacher and the principal may be held.
3. If there is still cause for concern or you feel the situation is still not resolved, you may request a meeting with the principal only.
4. If the situation remains unresolved, the issue may be brought to the APC during Executive Session. To request an Executive Session, submit your request with a brief, written summary of the situation to the APC Chairperson.

**APPENDIX D**  
**ACADEMIC POLICY COMMITTEE MEMBERS**  
**ACADEMIC POLICY COMMITTEE MEETING MINUTES**

**APPENDIX D**  
**Soldotna Montessori Charter School**  
**Academic Policy Committee**  
**2016-2017**

Mo Sanders Principal, APC Secretary
<b>Parent Members</b>
Holly Montague, Chair Person Term Expires 2017
Amorette Payment , Co-Chairperson Term Expires 2017
Anna Kahn Term Expires 2019
Brad Nelson Term expires 2019
Lindsey Hannevold Term Expires 2019
Sarah Michael Term Expires 2018
<b>Teacher Members</b>
Terri Carter
Kathy Holt

# APPENDIX D – MEETING MINUTES (1)

## Regular Meeting Minutes

Thursday, August 27- 5:30 P.M.

### Board Members:

- Eva Knutson, Chairperson
- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member – absent with prior notice
- John Czarnezki, Parent Member
- Kathy Holt, Teacher Member
- Terri Carter, Teacher Member

<p>General Business</p>	<p><b>Action:</b> Call to Order 5:32 PM</p> <p><b>Action:</b> Roll Call</p> <p><b>Action:</b> Agenda Approval - approved</p> <p><b>Action:</b> Approval of Last Minutes - tabled</p> <p><b>Action:</b> Treasurer's Report \$27.68</p> <p><b>Public Comments:</b> Please limit your comments to 5 minutes.</p>
<p>Program Goals &amp; Mission</p>	<p><b>Standing Report:</b> Enrollment &amp; Staffing Update</p> <p>162 students</p> <p>1 new classroom assistant: Emily Husar, Kindergarten</p> <p>Intervention aide position added: Maria Mooney has transferred to that position</p> <p>Resignation: Ann Story, Grade 4-6 part-time classroom assistant</p> <p>Interviews have been conducted.</p> <p><b>Standing Report:</b> Update on Montessori Practices at SMCS</p> <ul style="list-style-type: none"> <li>• APC members received a report describing the Montessori training level for each certified staff member</li> <li>• School Garden Project: Terri Carter provided an overview of the history of the school garden and a description of potential additions to the garden area. Staff will select a harvest date in the next week. John Czarnezki indicated that we may have the option of planting trees made available through the City of Soldotna.</li> <li>• SMCS: Global Awareness Practices at SMCS: The APC discussed the importance of including global projects at SMCS. The staff is considering several options for thinking globally and acting both globally and locally. The projects will be student-driven.</li> </ul>

	<ul style="list-style-type: none"> <li>• International Peace Day: the Annual Parent meeting will be held on Monday, September 21 from 5:30 – 6:30 in conjunction with the International Day of Peace.</li> </ul> <p><b>Standing Report: School Improvement and Planning Update</b></p> <ul style="list-style-type: none"> <li>• Conscious Discipline Action Team: a 6 member action team will meet 7 times in a Skype session with our off-site consultant to discuss and plan school wide implementation of the skills and components of Conscious Discipline. It was noted that there are many Conscious Discipline resources available online, including You Tube, for parents.</li> <li>• School Math Program: the district math program is being used in all classroom. Students attend grade-level instruction in different classrooms. Montessori materials augment the program.</li> </ul> <p><b>Standing Report: Parent Organization Activities, Setting the Purpose for the PTO</b></p> <p><b>Principal's Report:</b> Mo Sanders provided an update on teacher and student accountability. Student AMP results will arrive in October. Each teacher is accountable for a data-driven project to show student growth this year. Next year certified staff will be accountable for two student growth projects.</p> <p><b>Training:</b> KPBSD Students in Transition, English Language Learners The PTO viewed the training overviews for the district Students-in-Transition program.</p>
Executive Session	None
Next Meeting	
Adjourn	<u>Action:</u> Adjourned at 7:04

# APPENDIX D – MEETING MINUTES (2)

## Regular Meeting Minutes

Thursday, November 12 - 5:30 P.M.

### Board Members:

- Eva Knutson, Chairperson
- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member
- John Czarnezki, Parent Member
- Kathy Holt, Teacher Member
- Terri Carter, Teacher Member

<p>General Business</p>	<p><b>Action:</b> Call to Order 5:30 PM</p> <p><b>Action:</b> Roll Call</p> <p><b>Action:</b> Agenda Approval</p> <p><b>Action:</b> Approval of Last Minutes</p> <p><b>Action:</b> Treasurer's Report -</p> <p><b>Public Comments:</b> None</p>
<p>Program Goals &amp; Mission</p>	<p><b>Standing Report:</b> Enrollment &amp; Staffing Update</p> <p>New Hire: Melanie Castro will be the instructional aide in Kris Romberg's room. Huge thanks to Anna Kahn for her work as a sub over the past weeks.</p> <p>Rescinded Resignation: formal request to rescind resignation by Mo Sanders was accepted</p> <p>Enrollment: 1 student transfer to So El</p> <p><b>Standing Report:</b> Update on Montessori Practices at SMCS</p> <ul style="list-style-type: none"> <li>• School Garden Project: harvest date was September 18. The event made the front page in the Clarion. Several families brought potato dishes to the annual parent meeting. All students will participate in 1-2 40 minute lessons each month on garden habitats. Part of this work will include growing a small "salad garden" in the school display case which is now outfitted with grow lights. The students are also composting compostable food after lunch each day and are also taking care of a Worm Box so there will be worms for the garden in spring. Cori McKay attending a Schoolyard Habitat training in October. The So El/Montessori garden team meets this week.</li> <li>• SMCS: Global Awareness Practices at SMCS: The Annual APC Parent Meeting and Peace Day Celebration was a big success. It was attended by about 100 kids and family members. The global issue that will be addressed by staff and students this year is Immigration.</li> </ul>

	<p><b>Standing Report: School Improvement and Planning Update</b></p> <ul style="list-style-type: none"> <li>• <b>Conscious Discipline Action Team:</b> the CDAT has monthly Skype meetings with Karen Hickman, a Loving Guidance consultant. The CDAT presented to all staff at the September 29 staff meeting. 9 staff members attended the conference: <b><i>Transform Your School Culture: Embed Resiliency in Children, Adults and Organizations</i></b></li> </ul> <p><b>Standing Report: Parent Organization Activities:</b> the PTO is able to share a movie license with the Soldotna Elementary PTO in order to have family movie nights in the gym. This will start second semester.</p> <ul style="list-style-type: none"> <li>• <b>Principal's Report:</b> AMP assessment results were released last week and were reviewed by the APC</li> <li>• The principal updated the APC on the new district safety protocol and the new district attendance policy.</li> <li>• KPBSD Budget information was shared with the APC.</li> </ul>
Executive Session	None
Next Meeting	
Adjourn	<b><u>Action</u></b> Adjourned at 6:58 PM

# APPENDIX D – MEETING MINUTES (3)

## Regular Meeting Minutes

Wednesday, May 13- 5:30 P.M.

### Board Members:

- Eva Knutson, Chairperson
- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Melissa Linton, Parent Member (outgoing) - absent
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member
- John Czarnezki, Parent Member
- Kathy Holt, Teacher Member
- Matt Faris, Teacher Member (outgoing) - absent
- Terri Carter, Teacher Member

<p>General Business</p>	<p><b>Action:</b> Call to Order 5:31 PM</p> <p><b>Action:</b> Roll Call – absent: Melissa Linton, Matt Faris</p> <p><b>Action:</b> Agenda Approval</p> <p><b>Action:</b> Approval of Last Minutes</p> <p><b>Action:</b> Treasurer’s Report \$399.79</p> <p><b>Public Comments:</b> Please limit your comments to 5 minutes.</p> <p>Dan Funk of the Kenai Soil and Water Conservation District spoke to the APC regarding the current garden project and shared some options for participating in the schoolyard habitat project in the future.</p>
<p>Program Goals &amp; Mission</p>	<p><b>APC Election Results and Oath of Office for New Members</b></p> <p>John Czarnezki and Sarah Michael were elected to the APC and were present at this meeting. All members signed the Oath of Office.</p> <p><b>Review of APC Statute and Alaska Open Meeting Law:</b></p> <p>A brief review of the current APC bylaws and the state regulations regarding Open Meetings was conducted. Bylaw changes will be considered at the August meeting.</p> <p><b>APC Officer Election:</b> Eva Knutson was re-elected to the position of chairperson. Amorette Payment was elected to the position of vice-chairperson.</p> <p><b>Standing Report:</b> Enrollment &amp; Staffing Update</p> <p>Enrollment in all classes will be increased to past enrollment of 23 students per classroom for school year 2015-16. Staffing will be increased with a full-time instructional aide for the intervention program. Sole Mooney, current kindergarten aide, will fill that position. A new kindergarten aide will be hired. The position has been posted on the district website.</p> <p><b>Standing Report:</b> Update on Montessori Practices at SMCS</p>

	<ul style="list-style-type: none"> <li>• <b>School Garden Project:</b> Terri Carter elaborated on the current raised-bed garden project. Students designed and constructed the raised beds. Every student will plant potatoes in the beds on Monday, May 18. Potatoes will be harvested in the fall. There are plans to build an “outdoor classroom” in the garden in the future. Soldotna Elementary will share the use of the garden and garden area.</li> </ul> <p><b>Standing Report: School Improvement and Planning Update</b></p> <ul style="list-style-type: none"> <li>• <b>Conscious Discipline Action Team:</b> a 6-member CDAT team has been formed in order to help institutionalize Conscious Discipline practices in all classrooms and throughout the school.</li> <li>• <b>School Math Program:</b> Teachers in grades K- 3 successfully implemented the My Math program. They were able to adapt the program to use Montessori math manipulatives. The program will be used in grades K-5 next year. Grade 6 math students will also use the district math program adopted for grades 6 – 8.</li> </ul> <p><b>Standing Report: Parent Organization Activities – Setting the Purpose for the PTO</b></p> <p>This plan will be revisited in the fall.</p> <p><b>Principal’s Report: update on teacher and student accountability</b></p> <ul style="list-style-type: none"> <li>• <b>AMP results pending –</b> Student test results will be available to all schools in the state in October. Since this year represented the first administration of the new AMP test the results still need to be calibrated to achievement levels.</li> <li>• <b>Student Growth Map Pilot-</b> a new state requirement requires that 20% of the formal evaluation for all certified teachers and administrators be based on measureable academic growth for each student. This concept was piloted this year with selected teachers. Next year every teacher and administrator will pilot the Student Growth Map in at least one subject. The following year, student growth will be attached to the formal evaluation of all certified employees.</li> <li>• <b>Teacher Collaboration Update-</b>SMCS will pilot a plan to allow teachers a block of collaboration time on alternate Fridays. The time will be used to develop Student Growth Maps. Evaluate student work across grades, create student-friendly rubrics for scoring student work and other academic topics. During this time students will be engaged in quality art lessons, have the opportunity to learn and practice social skills in a supervised setting, and engage in other projects.</li> </ul>
Executive Session	None
Next Meeting	Thursday, August 27 5:30 PM School Office
Adjourn	<u>Action</u> Adjourned 7:10 PM

# APPENDIX D - MEETING MINUTES (4)

## Regular Meeting Minutes

August 30, 2016 - 5:30 P.M.

### Board Members:

- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member
- Brad Nelson, Parent Member
- Kathy Holt, Teacher Member
- Terri Carter, Teacher Member

<p>General Business</p>	<p><b>Action:</b> Call to Order : 5:30 PM</p> <p><b>Action:</b> Roll Call – all present. Mr. Nelson was on duty and could not stay for the duration of the meeting.</p> <p><b>Action:</b> Agenda Approved</p> <p><b>Action:</b> Approval of Last Minutes</p> <p><b>Action:</b> Treasurer’s Report: Account Closed. Balance of \$125.32 in cash for school picnics</p> <p><b>Public Comments:</b> Please limit your comments to 5 minutes.</p>
	<p><b>APC Officer Election:</b></p> <p>Holly Montague was elected Chairperson. Amorette Payment was elected Vice-chairperson. Mo Sanders was elected Secretary.</p> <p><b>APC Meeting Dates:</b></p> <p>Tuesday, September 27</p> <p>Tuesday, October 25</p> <p>Tuesday, November 29</p> <p>Tuesday, January 31</p> <p>Tuesday, February 28</p> <p>Tuesday, March 28</p> <p>Tuesday, April 25</p> <p>Tuesday, May 9</p> <p><b>Standing Report: Enrollment &amp; Staffing Update</b></p> <p>Intensive Needs position was eliminated. Tutor hours reduced to 4 hours.</p> <p>Increased enrollment this year from 161 to 164. Lost 8 students. 19 new students.</p> <p><b>Standing Report: Update on Montessori Practices at SMCS</b></p> <ul style="list-style-type: none"> <li>• School Garden Project: <ul style="list-style-type: none"> <li>Potato harvest will be on Monday, September 26. Harvest celebration will take place on Peace Day Celebration and</li> </ul> </li> </ul>

	<p>Annual APC Parent Meeting at 5:30 in the gym on Tuesday, September 27. APC will host a Baked Potato Bar. Students will perform a song for families and host interactive activities.</p> <ul style="list-style-type: none"> <li>● <b>Standing Report:</b> School Improvement and Planning Update. Report was postponed until staff completes work on updating school goals.</li> <li>● <b>Standing Report:</b> Parent Organization Activities The PTO distributed Square One Art materials to teachers this week. The PTO is planning a December Crafts Night, two family movie nights and a student art-auction this spring. The PTO would like to pursue obtaining a school sign.</li> </ul> <p><b>Principal's Report:</b> Information was shared on Social Skills instruction for all classes for the first 3 weeks of school. Gifted and Talented Instructional at SMCS has changed. The staff is preparing a set of options for Quest students. Materials were distributed to support the APC in preparation for the New Administrator hire.</p> <p><b>APC Bylaws:</b> The APC conducted the first Formal Review of Proposed Changes</p> <p><b>Charter Renewal:</b> Renewal application due on October 1</p>
Executive Session	None
Next Meeting	
Adjourn	Adjourned 6:58 PM

# Appendix E

## Signed Assurances

**Charter Schools Assurance Page**

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

The charter school bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. 4 AAC 33.110(a)(4)

The charter school administrative policy manual submitted to the department in the initial application or previous renewal applications has not changed. 4 AAC 33.110(a)(13)

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

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

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

Name of the School District: Kenai Peninsula Borough School District

Name of the Charter Program: Soldotna Montessori Charter School

Name of Superintendent: Sean Dusek

Signature of Superintendent:  Date: 9/14/2016

**APPENDIX F**  
**SCHOOL DEVELOPMENT PLANNING**

## APPENDIX F: School Development Planning Document Kenai Peninsula Borough School District

**Mission Statement:** The mission of the Kenai Peninsula Borough School District is to develop productive, responsible citizens who are prepared to be successful in a dynamic world.

**Vision Statement:** We envision KPBSD students who engage in their learning, participate in their community, reach high levels of achievement, and graduate prepared for their future.

**Guiding Principles:** Each student can learn and be successful. Every student is recognized as unique, valuable, and is treated with respect and dignity. Learning is a lifelong process. The educational environment is safe, engaging and purposeful.

**District Focus Area: 2.0 Organizational Excellence**

**District Goal: 2.3 Professional Development and Compensation**

**School Name: Soldotna Montessori Charter School**

**Current Reality:** Our school has been implementing Conscious Discipline since 2011. This model is research-based and has evidence of transforming not only connections within school, but stretching out across the entire school community. Thirteen of seventeen current staff members have had formal training in this model. According to the results from our implementation rubric last year, 70 % of staff members reported implementation at the “Good” level. (The range of levels is absent, minimal, good, excellent) In order to maintain a positive school culture with high expectations for staff and students, we must continue to refine implementation the 7 Skills and 7 Components of Conscious Discipline as we continue to implement them at SMCS. In order to accomplish that objective, we must continue to provide professional development to our school family: staff, students and parents. Effective implementation of the Conscious Discipline and the philosophy will yield consistency to our Montessori philosophy, to our mission, to our values that ultimately impact children and their social, emotional and academic growth.

**SMART Goal:** By May 10, 2016, we will increase the number of staff implementing the Skills and Components of Conscious Discipline at the Good or Excellent Level as evidenced by self-reported performance on the Conscious Discipline implementation rubric.

SMART = Specific, Measurable, Attainable, Responsible, and Time-bound

Last Updated: 9/9/2016

Action steps should be listed in this column. Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.	Who is responsible for leading or coordinating this action step?	Timeline for updating	What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?	Results, observations, or comments?

## APPENDIX F: School Development Planning Document Kenai Peninsula Borough School District

Rubric administered in fall and spring	Administrator		Rubrics completed and collated in fall and spring	
Social skill building course developed for first three weeks of school with quarterly follow up sessions	Classroom teachers	First three weeks, quarterly	Students and staff will demonstrate increased understanding of the 3 brains states and visible use of the 7 skills of CD	
Monthly all-staff Conscious Discipline training	CDAT (Conscious Discipline Action Team)	Monthly	Classrooms will have physical evidence of the components of CD (safe place, friends and family board, we care center, etc)	

**District Goal Summary: Progress being made, goal not yet achieved.**

**District Goal Summary Reflection/Response:** [Click here to enter text.](#)

# **APPENDIX G: MEETING SCHEDULES**

**Soldotna Montessori Charter School**

**Academic Policy Meeting Dates**

**2016 - 17**

**Tuesday, August 30**

**Tuesday, September 27**

**Tuesday, October 25**

**Tuesday, November 29**

**Tuesday, January 31**

**Tuesday, February 28**

**Tuesday, March 28**

**Tuesday, April 25**

**Tuesday, May 9**

# APPENDIX G: MEETING AGENDAS (1)

## Regular Meeting Agenda

Thursday, August 27- 5:30 P.M.

### Board Members:

- Eva Knutson, Chairperson
- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member
- John Czarneski, Parent Member
- Kathy Holt, Teacher Member
- Terri Carter, Teacher Member

General Business	<p><b>Action:</b> Call to Order</p> <p><b>Action:</b> Roll Call</p> <p><b>Action:</b> Agenda Approval</p> <p><b>Action:</b> Approval of Last Minutes</p> <p><b>Action:</b> Treasurer's Report</p> <p><b>Public Comments:</b> Please limit your comments to 5 minutes.</p>
Program Goals & Mission	<p><b>Standing Report:</b> Enrollment &amp; Staffing Update</p> <p><b>Standing Report:</b> Update on Montessori Practices at SMCS</p> <ul style="list-style-type: none"> <li>• School Garden Project</li> <li>• SMCS: Global Awareness Practices at SMCS</li> </ul> <p><b>Standing Report:</b> School Improvement and Planning Update</p> <ul style="list-style-type: none"> <li>• Conscious Discipline Action Team</li> <li>• School Math Program</li> </ul> <p><b>Standing Report:</b> Parent Organization Activities, Setting the Purpose for the PTO</p> <p><b>Principal's Report:</b> update on teacher and student accountability</p> <p><b>Training:</b> KPBSD Students in Transition</p>
Executive Session	None
Next Meeting	
Adjourn	<b>Action</b>

# APPENDIX G: MEETING AGENDAS (2)

## Regular Meeting Agenda

Thursday, November 12 - 5:30 P.M.

### Board Members:

- Eva Knutson, Chairperson
- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member
- John Czarnezki, Parent Member
- Kathy Holt, Teacher Member
- Terri Carter, Teacher Member

General Business	<p><b>Action:</b> Call to Order</p> <p><b>Action:</b> Roll Call</p> <p><b>Action:</b> Agenda Approval</p> <p><b>Action:</b> Approval of Last Minutes</p> <p><b>Action:</b> Treasurer's Report</p> <p><b>Public Comments:</b> Please limit your comments to 5 minutes.</p>
Program Goals & Mission	<p><b>Standing Report:</b> Enrollment &amp; Staffing Update</p> <p><b>Standing Report:</b> Update on Montessori Practices at SMCS</p> <ul style="list-style-type: none"> <li>• School Garden Project</li> <li>• SMCS: Global Awareness Practices at SMCS</li> </ul> <p><b>Standing Report:</b> School Improvement and Planning Update</p> <ul style="list-style-type: none"> <li>• Conscious Discipline Action Team</li> </ul> <p><b>Standing Report:</b> Parent Organization Activities</p> <p><b>Principal's Report:</b></p> <ul style="list-style-type: none"> <li>• AMP Results for school, district, state</li> <li>• Safety policy</li> <li>• Attendance policy</li> </ul> <p><b>Other:</b> School District Budgeting Process/input</p> <p><b>Training:</b> English Language Learners</p>
Executive Session	None
Next Meeting	
Adjourn	<b>Action</b>

# APPENDIX G: MEETING AGENDAS(3)

## Regular Meeting Agenda

Thursday, February 11 - 5:30 P.M.

### Board Members:

- Eva Knutson, Chairperson
- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member
- John Czarnezki, Parent Member
- Kathy Holt, Teacher Member
- Terri Carter, Teacher Member

General Business	<p><b>Action:</b> Call to Order</p> <p><b>Action:</b> Roll Call</p> <p><b>Action:</b> Agenda Approval</p> <p><b>Action:</b> Approval of Last Minutes</p> <p><b>Action:</b> Treasurer's Report \$125.32</p> <p><b>Public Comments:</b> Please limit your comments to 5 minutes.</p>
Program Goals & Mission	<p><b>Standing Report:</b> Enrollment &amp; Staffing Update</p> <p><b>Standing Report:</b> Update on Montessori Practices at SMCS</p> <ul style="list-style-type: none"> <li>• School Garden Project:</li> <li>• SMCS: Global Awareness Practices at SMCS; Immigration</li> <li>• <b>Standing Report:</b> School Improvement and Planning Update</li> <li>• <b>Standing Report:</b> Parent Organization Activities</li> <li>• <b>Principal's Report: Training:</b> English Language Learners</li> </ul> <p><b>Social Skills After-School Option:</b> review of program</p> <p><b>Medical Sabbatical Policy:</b> review and consideration</p> <p><b>APC Bylaws:</b> policy change review and consideration</p> <p><b>State, District and SMCS Budget:</b> review of current budget info</p>
Executive Session	<p><b>Administrator Evaluation</b></p> <p><b>Start Time:</b></p> <p><b>End Time:</b></p>
Next Meeting	
Adjourn	<p><b>Action:</b> <i>Adjournment time after Executive Session:</i></p>

# APPENDIX G: MEETING AGENDAS (4)

## Regular Meeting Agenda

Thursday, March 10 - 5:30 P.M.

### Board Members:

- Eva Knutson, Chairperson
- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member
- John Czarnezki, Parent Member
- Kathy Holt, Teacher Member
- Terri Carter, Teacher Member

General Business	<p><b>Action:</b> Call to Order</p> <p><b>Action:</b> Roll Call</p> <p><b>Action:</b> Agenda Approval</p> <p><b>Action:</b> Approval of Last Minutes</p> <p><b>Action:</b> Treasurer's Report \$125.32</p> <p><b>Public Comments:</b> Please limit your comments to 5 minutes.</p>
Program Goals & Mission	<p><b>Standing Report:</b> Enrollment &amp; Staffing Update</p> <p><b>Standing Report:</b> Update on Montessori Practices at SMCS</p> <ul style="list-style-type: none"> <li>• School Garden Project:</li> <li>• SMCS: Global Awareness Practices at SMCS; Immigration</li> <li>• <b>Standing Report:</b> School Improvement and Planning Update</li> <li>• <b>Standing Report:</b> Parent Organization Activities</li> <li>• <b>Principal's Report: Training:</b> English Language Learners</li> </ul> <p><b>APC Bylaws:</b> First Formal Review of Proposed Changes</p> <p><b>State, District and SMCS Budget:</b> review of current budget info</p>
Executive Session	None
Next Meeting	
Adjourn	

# APPENDIX G: MEETING AGENDAS (5)

## Regular Meeting Agenda

Tuesday, May 17 - 5:30 P.M.

### Board Members:

- Eva Knutson, Chairperson
- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member
- Kathy Holt, Teacher Member
- Terri Carter, Teacher Member

General Business	<p><b>Action:</b> Call to Order</p> <p><b>Action:</b> Roll Call</p> <p><b>Action:</b> Agenda Approval</p> <p><b>Action:</b> Approval of Last Minutes</p> <p><b>Action:</b> Treasurer's Report \$125.32 – Move to close this account</p> <p><b>Public Comments:</b> Please limit your comments to 5 minutes.</p>
	<p><b>APC Elections:</b> New members Oath</p> <p><b>Standing Report:</b> Enrollment &amp; Staffing Update</p> <p><b>Standing Report:</b> Update on Montessori Practices at SMCS</p> <ul style="list-style-type: none"> <li>• School Garden Project:</li> <li>• SMCS: Global Awareness Practices at SMCS; Immigration; Student Letter</li> <li>• <b>Standing Report:</b> School Improvement and Planning Update</li> <li>• <b>Standing Report:</b> Parent Organization Activities</li> <li>• <b>Principal's Report: Training:</b> English Language Learners</li> </ul> <p><b>APC Bylaws:</b> First Formal Review of Proposed Changes</p> <p><b>State, District and SMCS Budget:</b> review of current budget info</p> <p><b>Review of Proposed Math Program Change for Grades 4 – 6</b></p> <p><b>Charter Renewal:</b> Renewal application due on October 1</p>
Executive Session	None
Next Meeting	TBA
Adjourn	

# APPENDIX G: MEEING AGENDAS (6)

## Regular Meeting Agenda

August 30, 2016 - 5:30 P.M.

### Board Members:

- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member
- Brad Nelson, Parent Member
- Kathy Holt, Teacher Member
- Terri Carter, Teacher Member

General Business	<p><b>Action:</b> Call to Order</p> <p><b>Action:</b> Roll Call</p> <p><b>Action:</b> Agenda Approval</p> <p><b>Action:</b> Approval of Last Minutes</p> <p><b>Action:</b> Treasurer's Report: Account Closed. Balance of \$125.32 in cash for school picnics</p> <p><b>Public Comments:</b> Please limit your comments to 5 minutes.</p>
	<p><b>APC Officer Election</b></p> <p><b>APC Meeting Dates</b></p> <p><b>Standing Report:</b> Enrollment &amp; Staffing Update</p> <p><b>Standing Report:</b> Update on Montessori Practices at SMCS</p> <ul style="list-style-type: none"> <li>• Peace Day Celebration and Potato Harvest</li> <li>• School Garden Project:</li> <li>• <b>Standing Report:</b> School Improvement and Planning Update</li> <li>• <b>Standing Report:</b> Parent Organization Activities</li> </ul> <p><b>Principal's Report:</b> Gifted and Talented Instructional Proposal, Focus on Social Skills for School Start-up, Teacher Collaboration, Preparation for New Administrator Hire</p> <p><b>APC Bylaws:</b> First Formal Review of Proposed Changes</p> <p><b>Charter Renewal:</b> Renewal application due on October 1</p>
Executive Session	None
Next Meeting	
Adjourn	

# Appendix H

## School Schedule and Calendar

# APPENDIX H

## School Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 10:15 Academic Work Block & Field Studies for classes not in music or PE					
PE/Music	8:45 – 9:15 Primary PE Intermediate Music	8:45 – 9:15 Intermediate PE Primary Music	8:45 – 9:15 Primary PE Intermediate Music	8:45 – 9:15 Intermediate PE Primary Music	8:45 – 9:15
PE/Music	9:15 – 9:45 Primary PE Intermediate Music	9:15 – 9:45 Intermediate PE Primary Music	9:15 – 9:45 Kinder PE Intermediate Music	9:15 – 9:45 Intermediate PE Kinder Music	9:15 – 9:45 Kinder Music Primary PE
PE/MUSIC	9:45 – 10:15 Primary PE Intermediate Music	9:45 – 10:15 Intermediate PE Primary Music	9:45 – 10:15 Primary PE Intermediate Music	9:45 – 10:15 Intermediate PE Primary Music	9:45 – 10:15 Kinder PE Primary Music
Academic Work Block & Field Studies	10:15 – 12:15	10:15 – 12:15	10:15 – 12:15	10:15 – 12:15	10:15 – 12:15
Morning Recess Kindergarten	11:45 – 12:15 Kinder Recess – Small Groups	11:45 – 12:15 Kinder Recess – Small Groups	11:45 – 12:15 Kinder Recess – Small Groups	11:45 – 12:15 Kinder Recess – Small Groups	11:45 – 12:15 Kinder Recess – Small Groups
Lunch in all Classrooms	12:15 – 12:45	12:15 – 12:45	12:15 – 12:45	12:15 – 12:45	12:15 – 12:45
Lunch Recess	12:45 – 1:15	12:45 – 1:15	12:45 – 1:15	12:45 – 1:15	12:45 – 1:15
1:15 – 3:20	Science, Social Studies, Art, Social Skills, Field Studies	Science, Social Studies, Art, Social Skills, Field Studies	Science, Social Studies, Art, Social Skills, Field Studies	Science, Social Studies, Art, Social Skills, Field Studies	Science, Social Studies, Art, Social Skills, Field Studies
3:25	Dismissal to Busses	Dismissal to Busses	Dismissal to Busses	Dismissal to Busses	Dismissal to Busses

# Kenai Peninsula Borough School District 2016-17 District Wide Calendar

**C** School Closes    **O** School Opens  
**E** End of Quarter    **CI** PT Conference/Inservice  
**H** Legal Holiday    **V** Vacation Day  
**IW** Inservice/Work    **ER** Early Release Day

July 2016							August 2016							September 2016							October 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2		1	2	3	4	5	6					1	2	3								1
3	4 H	5	6	7	8	9	7	8	9	10	11	12	13	4	5 H	6	7	8	9	10	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16 IW	17 IW	18 IW	19 IW	20	11	12	13	14 FR	15	16	17	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22 IW	23 O	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21 IW/E	22
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	23	24	25	26 ER	27 CI	28 CI	29	
31																					30	31					
# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____					# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____					# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____					# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____				
November 2016							December 2016							January 2017							February 2017						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
														1	2	3	4	5	6	7							
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8 ER	9 CI	10 CI	11
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16 MLK	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23 ER	24 H	25 H	26	18	19	20	21	22 IW/E	23 V	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30				25	26 H	27 V	28 V	29 V	30 V	31	29	30	31				26	27	28					
# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____					# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____					# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____					# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____				
March 2017							April 2017							May 2017							June 2017						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
														1	2	3 ER	4	5	6								
5	6	7	8	9	10 IW/E	11	2	3	4	5 ER	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13 V	14 V	15 V	16 V	17 V	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24 C	25 IW	26	27	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29 H	30	31			25	26	27	28	29	30		
# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____					# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____					# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____					# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____				

<b>End of Quarter</b>	<b>Inservice Dates</b>	<b>Legal Holidays &amp; Vacation Days</b>
1st Quarter <b>42 days</b>	Teacher First      August 16	Independence Day      July 4
2nd Quarter <b>39 days</b>	Teacher Last      May 25	Labor Day      September 5
3rd Quarter <b>41 days</b>	Student First      August 23	Thanksgiving      November 24-25
4th Quarter <b>48 days</b>	Student Last      May 24	Winter Break      Dec 23-Jan 6
<b>170 days</b>	<b>PT Conference/IS Days</b>	Spring Break      March 13-17
Approved: 11/2/2015	October 27, 28	Vacation Day      Jan 16
Dept of Ed. Approved: 11/17/2015	February 9, 10	Memorial Day      May 29

○ Start of Testing Window    ◻ End of Testing Window  
 (Contact School for actual dates of test implementation)

# Appendix I

## Sample Standards-Based Student Report Cards

Student Name: \_\_\_\_\_  
Teacher: \_\_\_\_\_

**Classroom Community Skills Key**

- 4 - I go beyond the expectations
- 3 - I meet the expectations
- 2 - Sometimes I meet the expectations
- 1 - I usually need help to meet the expectations
- 0 - Even with help, I am not usually able to meet the expectations

Attendance	1	2	3	4
Days Enrolled	41	40	46	40
Days Present	37.93	36.48	45.46	35.55
Days Absent	3.07	3.52	.54	4.45
Times Tardy	3	2	8	5

Classroom Community Skills	1	2	3	4
Respects self, peers & adults	2	2	3	2
Demonstrates effort	3	3	2	3
Works cooperatively	3	3	3	3
Follows directions	2	2	2	2
Uses time well	3	3	3	3
Responsible for tools/belongings	3	3	3	3
Demonstrates appropriate playground conduct	2	3	3	2
Works independently	3	3	3	3
Participates in class discussions	3	3	3	3
Completes homework				

- Special Participation Key**
- 4 - I go beyond the expectations
  - 3 - I meet the expectations
  - 2 - Sometimes I meet the expectations
  - 1 - I usually need help to meet the expectations
  - 0 - Even with help, I am not usually able to meet the expectations
- The Student ...
- Is safe and prepared for class
  - Follows directions
  - Encourages and helps others without being asked
  - Is an active learner, and participates in lesson & activities
  - Is respectful of self, others, and equipment
  - Displays outstanding cooperation/sportsmanship/responsibility

Quarter	1	2	3	4
Combination Music	3	4	4	4
Combination Physical Education	4	4	4	4

- Standards Key:**
- 4. I exceed all expected parts of the standard by demonstrating more complex understanding
  - 3. I demonstrate all the expected skills within the standard
  - 2. I demonstrate some of the expected skills within the standard
  - 1. With help, I can demonstrate some of the expected skills within the standard
  - 0. Even with help, I cannot demonstrate any of the expected skills within the standard
- No Score - Not assessed or not yet taught

**Third Grade**

**Language Arts Strands**

<b>Reading - Literature</b> These standards provide exposure to a range of literature at levels of increasing complexity appropriate to the age and grade of the student. Comprehension of ideas, connections among texts, understanding of story elements, and the ways that various aspects of text influence the reader's understanding of the text are the focus for these standards.	3			3
<b>Reading - Informational Text</b> These standards emphasize reading, comprehending, and interpreting informational texts at levels of increasing complexity appropriate to the age and grade of the student. Comprehension of ideas, connections and comparisons among texts, and effectively accessing information are the focus for these standards.		3	3	3
<b>Reading - Foundational Skills</b> Foundational skills include teaching students to apply phonics and word analysis skills to figure out words, and developing the ability to read with sufficient accuracy and fluency to support comprehension.		3	3	3 4
<b>Writing</b> Developing the skills necessary for writing for a variety of purposes is the focus of these standards. Use of grammar, conventions, writing styles, and the personal voice of the author are all areas included in these standards.	2	1	2	2
<b>Speaking and Listening</b> The ability to comprehend, collaborate, and convey ideas for a variety of tasks and in a variety of situations is the focus of these standards.		3	3	3
<b>Language</b> A full command of the English language involves many things, including understanding word nuances, being able to apply the grammar rules of the language, and apply knowledge of the language to achieve desired effects. The language standards develop the knowledge and skills necessary to successfully apply the English language in multiple manners for a variety of purposes.	2	2	2	3

**Mathematics Domains**

<b>Operations and Algebraic Thinking</b> The analysis of patterns, use of mathematical operations, and the application of various mathematical strategies are the focus of these standards.	3	2	3	3
<b>Number and Operations in Base Ten</b> The focus of these standards is on understanding and using place value to help solve problems.	3	2		
<b>Number and Operations - Fractions</b> Understanding the value of fractions in relationship to decimals and solving problems using fractions are the focus of these standards.		2	3	3
<b>Measurement and Data</b> Solving problems involving measurement, time, and money, making reasonable estimations, and the representation and interpretation of data is the focus of these standards.			3	2
<b>Geometry</b> Geometry standards at this level focus on applying knowledge of 2 and 3 dimensional shapes in mathematical problems.				3

## Science, Social Studies and Health Units

### Combination Science - Quarter 1 fall 2015 -

First Great Lesson: The Universe and elements  
Life science: living-not living, habitats, and food webs  
Geography: Introduction to maps; The World  
Art: Line, shape, color. Drawing and painting. Pablo Picasso and Georges Seurat  
Peace and Social and Emotional Skills

### Quarter 2 2015 -

Second Great Lesson: Story of Life, diversity, cells, adaptation  
People and Places: Geography, Winter Holidays,  
Art: color, texture, value, painting, mixed media, drawing, composition  
Peace and Social & Emotional Skills - Gratitude, Giving, Sharing

### Quarter 3

History through biographies; inventors, humanitarians, heroes and heroines, scientists, an artist, explorers, adventurers, presidents, and a queen - We analyzed character traits people develop to be successful.  
Art: Line, shape, color and the color wheel, texture, horizon line and composition - draw, painting, soft pastels, cut paper  
Pablo Picasso's cubism, with focus on his Three Musicians

### Quarter 4

Science: Waves and Sound waves, Plants, with emphasis on seeds  
Geography: Countries of the World  
Art: painting, acrylics, watercolor, soft pastels, drawing - color wheel & contrasting colors, texture, line, patterns  
Peace and Social & Emotional Skills

## Quarter 1

### 3 Math - Quarter 1 fall 2015 -

McGraw-Hill, My Math, Grade 3 text book, supplemented with Montessori materials where appropriate.  
Chapter 1: Place Value. Comparing and ordering numbers, rounding numbers to the nearest 10 and 100.  
Chapter 2: Addition. Commutative, Associative, and Identity Properties of Addition, Patterns, Adding mentally, Estimating sums, Problem Solving for Reasonable Answers  
We began Chapter 3: Subtraction. Mental subtraction. We will work on subtraction 1 -2 weeks before we start digging into multiplication and division. Chapter 3 subtraction concepts include: Estimate differences, Subtracting with regrouping to 4 digits and with zeroes in the minuend. We will investigate how to determine if we need an exact answer or an estimation.

## Quarter 2

### 3 Math - MATH - ██████ - Quarter 2 -

Third graders worked with rounding, estimating, and regrouping to the thousands with subtraction. We explored with models, as repeated addition, multiples, and began to find factors. We also modeled division as sharing and repeated subtraction. Students explored relationships between multiplication and division. We continued to practice problem solving. Students will do well to continue to practice multiplication facts and skip counting at home. They have flash cards I sent home before Winter Break that help students practice using the relationships of X and +.

Combination Class - ██████ has a good sense of time management. His reading level has increased from level O in August to level R in December. The benchmark goal for midyear is Level O. His reading fluency score is above the benchmark. I am concerned about Luke's effort with his writing. We are working on revising our writing with an emphasis on elaboration, ideas, and fluency.

## Quarter 3

### 3 Math - MATH - ██████ - Quarter 3 -

Third graders studied multiplication and division to 1,000, word problems, and they continue to practice memorizing facts. We also worked with fractions; equivalents, comparing fractions, and adding and subtracting fractions. Students learned to measure liquid volume, weight, and length using the metric system. We finished the quarter with a unit on representing and interpreting data.  
4th quarter, we've begun working with area and perimeter. We'll study geometry, and will spend more time working with multiplication and division. Please encourage your child to continue to practice memorizing multiplication facts at home.

## Quarter 4

### 3 Math - Quarter 4 spring 2016

During the 4th quarter, our third graders studied area and perimeter and related area of rectangles to multiplication and addition. We worked with multiplication and division in different ways, especially to understand the Commutative and Associative Properties of Multiplication, and the Distributive Property. We studied Geometry; angles, triangles, and quadrilaterals. We continued to work on problem solving.

Combination Class - ██████ continues to complete his work on time. He is working to put more effort into his work, particularly writing. His reading level in May is Level R. The end of third grade expectation benchmark is Level P/Q. Vocabulary at higher levels impedes comprehension. ██████ Words per Minute score in May is 149. The goal is 127. I am thankful to have had ██████ in our class. He is ready for fourth grade.

Student Name: \_\_\_\_\_  
Teacher: \_\_\_\_\_

**Classroom Community Skills Key**

- 4 - I go beyond the expectations
- 3 - I meet the expectations
- 2 - Sometimes I meet the expectations
- 1 - I usually need help to meet the expectations
- 0 - Even with help, I am not usually able to meet the expectations

Attendance	1	2	3	4
Days Enrolled		17	46	41
Days Present		14.78	40.52	32
Days Absent		2.22	5.48	9
Times Tardy				1

Classroom Community Skills	1	2	3	4
Respects self, peers & adults		4	4	4
Demonstrates effort		4	4	4
Works cooperatively		4	4	4
Follows directions		4	4	4
Uses time well		4	4	4
Responsible for tools/belongings		4	4	4
Demonstrates appropriate playground conduct		4	4	4
Works independently		4	4	4
Participates in class discussions		2	2	3
Completes homework		4	4	4

**Special Participation Key**

- 4 - I go beyond the expectations
  - 3 - I meet the expectations
  - 2 - Sometimes I meet the expectations
  - 1 - I usually need help to meet the expectations
  - 0 - Even with help, I am not usually able to meet the expectations
- The Student ...
- Is safe and prepared for class
  - Follows directions
  - Encourages and helps others without being asked
  - Is an active learner, and participates in lesson & activities
  - Is respectful of self, others, and equipment
  - Displays outstanding cooperation/sportsmanship/responsibility

Quarter	1	2	3	4
Combination Music		3	3	3
Combination Physical Education		4	3	4

- Standards Key:**
- 4. I exceed all expected parts of the standard by demonstrating more complex understanding
  - 3. I demonstrate all the expected skills within the standard
  - 2. I demonstrate some of the expected skills within the standard
  - 1. With help, I can demonstrate some of the expected skills within the standard
  - 0. Even with help, I cannot demonstrate any of the expected skills within the standard
  - No Score - Not assessed or not yet taught

**Fifth Grade**

**Language Arts Strands**

	1	2	3	4
<b>Reading - Literature</b> These standards provide exposure to a range of literature at levels of increasing complexity appropriate to the age and grade of the student. Comprehension of ideas, connections among texts, understanding of story elements, and the ways that various aspects of text influence the reader's understanding of the text are the focus for these standards.		4	4	4
<b>Reading - Informational Text</b> These standards emphasize reading, comprehending, and interpreting informational texts at levels of increasing complexity appropriate to the age and grade of the student. Comprehension of ideas, connections and comparisons among texts, and effectively accessing information are the focus for these standards.		3	3	4
<b>Reading - Foundational Skills</b> Foundational skills include teaching students to apply phonics and word analysis skills to figure out words, and developing the ability to read with sufficient accuracy and fluency to support comprehension.		4	4	4
<b>Writing</b> Developing the skills necessary for writing for a variety of purposes is the focus of these standards. Use of grammar, conventions, writing styles, and the personal voice of the author are all areas included in these standards.		3	4	4
<b>Speaking and Listening</b> The ability to comprehend, collaborate, and convey ideas for a variety of tasks and in a variety of situations is the focus of these standards.		3	3	4
<b>Language</b> A full command of the English language involves many things, including understanding word nuances, being able to apply the grammar rules of the language, and apply knowledge of the language to achieve desired effects. The language standards develop the knowledge and skills necessary to successfully apply the English language in multiple manners for a variety of purposes.		3	3	4

**Mathematics Domains**

	1	2	3	4
<b>Operations and Algebraic Thinking</b> The analysis of patterns, use of mathematical operations, and the application of various mathematical strategies are the focus of these standards.		2	3	3
<b>Number and Operations in Base Ten</b> The focus of these standards is on understanding and using place value to help solve problems.		3	3	3
<b>Number and Operations - Fractions</b> Understanding the value of fractions in relationship to decimals and solving problems using fractions are the focus of these standards.		2	2	2
<b>Measurement and Data</b> Solving problems involving measurement, time, and money, making reasonable estimations, and the representation and interpretation of data is the focus of these standards.		2	2	
<b>Geometry</b> Geometry standards at this level focus on applying knowledge of 2 and 3 dimensional shapes in mathematical problems.			3	3

**Quarter 2**

**Combination Class** - Winter oral reading fluency CBM:195

██████████ is a joy to have in class. She listens well and pays attention to instructions. ██████████ has a positive attitude, helps other students, and has seemed to adjust to our class. She is an excellent reader, and writes well also. Math doesn't come as easily for her; she just needs to continue working hard and believing in herself.

**Quarter 3**

**Combination Class** - Parent/Teacher Conferences

**Quarter 4**

**Combination Class** - Spring oral reading fluency CBM: 207 wpm. ██████████ has been wonderful to have in class. She is helpful and sets a great example for other students. She has excellent reading and writing skills, and has gained confidence in her math skills. We will miss her greatly if she doesn't come back as a 6th grade student. Good luck ██████████ and have a super summer!

**APPENDIX J**  
**STUDENT ACHIEVEMENT BY DISSAGREGATED GROUPS**

ASPI Rating: \*\*\*\*\*

# ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014

Printed 9/3/2014  
School Grade Span

School District: Kenai Peninsula Borough School District

School: Soldotna Montessori Charter School

KG - 6

Participation Rate	Number Tested	Number Enrolled	Participation Rate	Met Participation Rate	Points
Grades 3-10	92	92	100.00%	Yes	None, acts as a trigger to achievement denominator.

## K-8 Performance

Academic Achievement	Reading			Writing			Math			Points	Weighting	ASPI Points
	Cnt Proficient	Cnt Tested	Pct Proficient	Cnt Proficient	Cnt Tested	Pct Proficient	Cnt Proficient	Cnt Tested	Pct Proficient			
	83	91	91.21%	82	92	89.13%	79	92	85.87%	88.73	0.35	31.05
School Progress <small>(Subgroup must have &gt;5 students to be considered)</small>	Growth All		Growth-AK Net	Growth-Econ Dis		Growth-w/Disabs	Growth-LEP					
	100.00		N/A	100.00		99.35	N/A					
Attendance Rate	93.02%									99.94	0.4	39.97
										95.00	0.25	23.75
<b>Total K-8 Points</b>										1.00		94.78

## 9-12 Performance

Academic Achievement	Reading			Writing			Math			Points	Weighting	ASPI Points
	Cnt Proficient	Cnt Tested	Pct Proficient	Cnt Proficient	Cnt Tested	Pct Proficient	Cnt Proficient	Cnt Tested	Pct Proficient			
	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0	0.00
School Progress <small>(Subgroup must have &gt;5 students to be considered)</small>	Growth All		Growth-AK Net	Growth-Econ Dis		Growth-w/Disabs	Growth-LEP					
	N/A		N/A	N/A		N/A	N/A					
Attendance Rate	N/A									N/A	0	0.00
Graduation Rate	4 Year			5 Year			Cohorts - 5 Yr			N/A	0	0.00
College Career Readiness Workkeys Participation	N/A			N/A			N/A			N/A	0	0.00
	N/A			N/A			N/A			N/A	0	0.00
<b>Total 9-12 Points</b>										0.00		0.00

^ - Results are suppressed to protect individual confidentiality.  
\* - All eligible students are counted when Participation Rate is not met.  
N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

K-8 Enrollment Count:	160	K-8 Enrollment Ratio:	1.00
9-12 Enrollment Count:	0	9-12 Enrollment Ratio:	0.00

Per 4 AAC 06.835(b), this designation becomes final unless a review is requested within 30 days from receipt.

**ASPI Score** 94.78



2013-2014 Annual Measurable Objectives (AMO) Progress Report  
 Alaska Department of Education & Early Development  
 Prepared on August 28, 2014

School: Soldotna Montessori Charter School

District: Kenai Peninsula Borough School District

Title I School: No

Subgroup <sup>1</sup>	Reading				Writing				Math			
	State Target	School Target	Percent of FAY Students Proficient or Above <sup>3</sup>	Reading Target Met <sup>4</sup>	State Target	School Target	Percent of FAY Students Proficient or Above <sup>3</sup>	Writing Target Met <sup>4</sup>	State Target	School Target	Percent of FAY Students Proficient or Above <sup>3</sup>	Math Target Met <sup>4</sup>
All Students	83.83%	95.33%	91.21%	Yes	79.17%	91.58%	89.13%	Yes	74.50%	89.67%	85.87%	Yes
African American	78.67%	N/A	N/A	N/A	73.50%	N/A	N/A	N/A	62.67%	N/A	N/A	N/A
Alaska Native & American Indian	66.08%	N/A	N/A	N/A	59.92%	N/A	N/A	N/A	57.75%	N/A	N/A	N/A
Asian & Pacific Islander	81.00%	N/A	N/A	N/A	78.58%	N/A	N/A	N/A	74.08%	N/A	N/A	N/A
Caucasian	92.08%	96.50%	94.20%	Yes	87.75%	90.75%	90.00%	Yes	82.75%	89.58%	87.14%	Yes
Hispanic	84.17%	79.17%	88.89%	Yes	79.92%	89.58%	77.78%	No	72.75%	89.58%	66.67%	No
Two or more races	85.50%	100.00%	N/A	N/A	80.75%	100.00%	N/A	N/A	75.75%	86.08%	N/A	N/A
Economically Disadvantaged	74.33%	95.83%	85.19%	Yes	68.75%	95.83%	85.19%	Yes	64.17%	95.83%	85.19%	Yes
Students w/Disabilities (SWD) <sup>2</sup>	57.42%	79.17%	62.50%	Yes	52.33%	68.75%	64.71%	Yes	47.50%	63.60%	47.06%	No
Limited English Proficient (LEP) <sup>2</sup>	53.33%	N/A	N/A	N/A	50.08%	N/A	N/A	N/A	48.75%	N/A	N/A	N/A

Subgroup	Participation Rate			Attendance Rate		Graduation Rate		
	Enrolled	Rate (%)	Target Met? <sup>5</sup>	Rate	Target Met? <sup>6</sup>	4-Year Rate	5-Year Rate	Target Met? <sup>7</sup>
All Students	92	100.00%	Yes	93.02%	No	N/A	N/A	N/A
African American	2	100.00%	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Native & American Indian	4	100.00%	N/A	95.21%	Yes	N/A	N/A	N/A
Asian & Pacific Islander	3	100.00%	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	70	100.00%	Yes	92.43%	No	N/A	N/A	N/A
Hispanic	9	100.00%	Yes	95.49%	Yes	N/A	N/A	N/A
Two or more races	4	100.00%	N/A	95.80%	Yes	N/A	N/A	N/A
Economically Disadvantaged	27	100.00%	Yes	93.19%	No	N/A	N/A	N/A
Students w/Disabilities (SWD) <sup>2</sup>	14	100.00%	Yes	93.91%	No	N/A	N/A	N/A
Limited English Proficient (LEP) <sup>2</sup>	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

- NOTES:**
- If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
  - Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
  - Proficiency percentage is based on "Full Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
  - The AMO target is met if either the state or the school target has been met.
  - The participation rate target is 95 percent if the number of enrolled students is greater than 40, if the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
  - The attendance rate target is 95 percent for the school as a whole and for each subgroup with at least five students enrolled.
  - The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduates.

# State of Alaska Report Card to the Public - School Level

2014-2015 School Year

Soldotna Montessori Charter School, Soldotna	Kenai Peninsula Borough School District
Grades: KG-6	School Enrollment: 155
Accreditation: No	

**Accountability:** This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

**New for 2014-2015:** Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

## NOTES:

1. Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the [Four-Way Reporting Protocol](#) for further information on data suppression.
2. When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.
3. Percentages are based upon the number of students tested, not the number of students enrolled.
4. Asterisks are used when results cannot be published without releasing personally identifiable information.
5. Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

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**Number of Teachers with Highest Degree:**

Bachelors  
50%

Masters  
50%

Ed Specialist  
0%

Doctorate  
0%

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	75%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	25%
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## Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	91.82%	N/A	N/A
Male	91.81%	N/A	N/A
Female	91.83%	N/A	N/A
African American	95.14%	N/A	N/A
Alaska Native/American Indian	91.02%	N/A	N/A
Asian/Pacific Islander	90.33%	N/A	N/A
Caucasian	91.98%	N/A	N/A
Hispanic	92.19%	N/A	N/A
Two or More Races	89.97%	N/A	N/A
Economically Disadvantaged	91.18%	N/A	N/A
Not Economically Disadvantaged	92.09%	N/A	N/A
Students With Disabilities	93.35%	N/A	N/A
Students Without Disabilities	91.56%	N/A	N/A
Limited English Proficient	85.52%	N/A	N/A
Not Limited English Proficient	91.86%	N/A	N/A
Migrant Students	86.06%	N/A	N/A
Not Migrant Students	91.90%	N/A	N/A
Not Active Duty Parent/Guardian	91.82%	N/A	N/A

Grades KG-8 Retention Rate:	0.0%
Grade 7-12 Dropout Rate:	N/A
Enrollment Change:	-12
Student Survey Return Rate:	0%
Student Surveys Returned:	0
Average Volunteers Hours per Week:	39
Persistently Dangerous School:	No

High School Graduates:	N/A
Number of Grade 7-12 Dropouts:	N/A
Enrollment Change Due to Transfers:	3.85%
Parents Survey Return Rate:	0%
Parents Surveys Returned:	0
Community Members Commenting:	0
School/Business Partnerships:	0

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# 2014-2015 Alaska Measures of Progress (AMP)

## English Language Arts

- [All Grades](#)
- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)
- [Grade 6](#)

### All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	1	1.12%	43	48.31%	29	32.58%	16	17.98%	89	100.00%
Male	1	1.92%	24	46.15%	18	34.62%	9	17.31%	52	100.00%
Female	0	0.00%	19	51.35%	11	29.73%	7	18.92%	37	100.00%
African American	*	*	*	*	*	*	*	*	2	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	4	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	3	100.00%
Caucasian	1	1.54%	33	50.77%	20	30.77%	11	16.92%	65	100.00%
Hispanic	0	0.00%	4	44.44%	4	44.44%	1	11.11%	9	100.00%
Two or More Races	0	0.00%	3	50.00%	2	33.33%	1	16.67%	6	100.00%
Economically Disadvantaged	1	3.23%	11	35.48%	12	38.71%	7	22.58%	31	100.00%
Not Economically Disadvantaged	0	0.00%	32	55.17%	17	29.31%	9	15.52%	58	100.00%
Students With Disabilities	0	0.00%	4	25.00%	6	37.50%	6	37.50%	16	100.00%
Students Without Disabilities	1	1.37%	39	53.42%	23	31.51%	10	13.70%	73	100.00%
Limited English Proficient	*	*	*	*	*	*	*	*	1	100.00%
Not Limited English Proficient	1	1.14%	43	48.86%	29	32.95%	15	17.05%	88	100.00%
Migrant Students	*	*	*	*	*	*	*	*	2	100.00%
Not Migrant Students	1	1.15%	43	49.43%	28	32.18%	15	17.24%	87	100.00%
Not Active Duty Parent/Guardian	1	1.12%	43	48.31%	29	32.58%	16	17.98%	89	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	0	0.00%	11	52.38%	4	19.05%	6	28.57%	21	100.00%
Male	0	0.00%	8	57.14%	2	14.29%	4	28.57%	14	100.00%
Female	0	0.00%	3	42.86%	2	28.57%	2	28.57%	7	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	0	0.00%	9	52.94%	4	23.53%	4	23.53%	17	100.00%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	0	0.00%	4	50.00%	1	12.50%	3	37.50%	8	100.00%
Not Economically Disadvantaged	0	0.00%	7	53.85%	3	23.08%	3	23.08%	13	100.00%
Students With Disabilities	0	0.00%	3	60.00%	1	20.00%	1	20.00%	5	100.00%
Students Without Disabilities	0	0.00%	8	50.00%	3	18.75%	5	31.25%	16	100.00%
Not Limited English Proficient	0	0.00%	11	52.38%	4	19.05%	6	28.57%	21	100.00%
Not Migrant Students	0	0.00%	11	52.38%	4	19.05%	6	28.57%	21	100.00%
Not Active Duty Parent/Guardian	0	0.00%	11	52.38%	4	19.05%	6	28.57%	21	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	0	0.00%	8	38.10%	7	33.33%	6	28.57%	21	100.00%
Male	0	0.00%	4	40.00%	3	30.00%	3	30.00%	10	100.00%
Female	0	0.00%	4	36.36%	4	36.36%	3	27.27%	11	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	0	0.00%	6	35.29%	6	35.29%	5	29.41%	17	100.00%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	0	0.00%	2	33.33%	2	33.33%	2	33.33%	6	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Not Economically Disadvantaged	0	0.00%	6	40.00%	5	33.33%	4	26.67%	15	100.00%
Students With Disabilities	0	0.00%	1	20.00%	2	40.00%	2	40.00%	5	100.00%
Students Without Disabilities	0	0.00%	7	43.75%	5	31.25%	4	25.00%	16	100.00%
Not Limited English Proficient	0	0.00%	8	38.10%	7	33.33%	6	28.57%	21	100.00%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%
Not Migrant Students	0	0.00%	8	40.00%	7	35.00%	5	25.00%	20	100.00%
Not Active Duty Parent/Guardian	0	0.00%	8	38.10%	7	33.33%	6	28.57%	21	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	1	4.55%	11	50.00%	7	31.82%	3	13.64%	22	100.00%
Male	1	9.09%	4	36.36%	5	45.45%	1	9.09%	11	100.00%
Female	0	0.00%	7	63.64%	2	18.18%	2	18.18%	11	100.00%
African American	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	1	7.14%	7	50.00%	5	35.71%	1	7.14%	14	100.00%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%
Economically Disadvantaged	1	11.11%	2	22.22%	4	44.44%	2	22.22%	9	100.00%
Not Economically Disadvantaged	0	0.00%	9	69.23%	3	23.08%	1	7.69%	13	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%
Students Without Disabilities	1	5.26%	11	57.89%	6	31.58%	1	5.26%	19	100.00%
Limited English Proficient	*	*	*	*	*	*	*	*	1	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Not Limited English Proficient	1	4.76%	11	52.38%	7	33.33%	2	9.52%	21	100.00%
Not Migrant Students	1	4.55%	11	50.00%	7	31.82%	3	13.64%	22	100.00%
Not Active Duty Parent/Guardian	1	4.55%	11	50.00%	7	31.82%	3	13.64%	22	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	0	0.00%	13	52.00%	11	44.00%	1	4.00%	25	100.00%
Male	0	0.00%	8	47.06%	8	47.06%	1	5.88%	17	100.00%
Female	0	0.00%	5	62.50%	3	37.50%	0	0.00%	8	100.00%
African American	*	*	*	*	*	*	*	*	1	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	2	100.00%
Caucasian	0	0.00%	11	64.71%	5	29.41%	1	5.88%	17	100.00%
Hispanic	*	*	*	*	*	*	*	*	3	100.00%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%
Economically Disadvantaged	0	0.00%	3	37.50%	5	62.50%	0	0.00%	8	100.00%
Not Economically Disadvantaged	0	0.00%	10	58.82%	6	35.29%	1	5.88%	17	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%
Students Without Disabilities	0	0.00%	13	59.09%	9	40.91%	0	0.00%	22	100.00%
Not Limited English Proficient	0	0.00%	13	52.00%	11	44.00%	1	4.00%	25	100.00%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%
Not Migrant Students	0	0.00%	13	54.17%	10	41.67%	1	4.17%	24	100.00%
Not Active Duty Parent/Guardian	0	0.00%	13	52.00%	11	44.00%	1	4.00%	25	100.00%

## Mathematics

- [All Grades](#)

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	1	4.76%	8	38.10%	10	47.62%	2	9.52%	21	100.00%
Male	0	0.00%	6	42.86%	6	42.86%	2	14.29%	14	100.00%
Female	1	14.29%	2	28.57%	4	57.14%	0	0.00%	7	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	1	5.88%	7	41.18%	7	41.18%	2	11.76%	17	100.00%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	0	0.00%	3	37.50%	4	50.00%	1	12.50%	8	100.00%
Not Economically Disadvantaged	1	7.69%	5	38.46%	6	46.15%	1	7.69%	13	100.00%
Students With Disabilities	0	0.00%	3	60.00%	1	20.00%	1	20.00%	5	100.00%
Students Without Disabilities	1	6.25%	5	31.25%	9	56.25%	1	6.25%	16	100.00%
Not Limited English Proficient	1	4.76%	8	38.10%	10	47.62%	2	9.52%	21	100.00%
Not Migrant Students	1	4.76%	8	38.10%	10	47.62%	2	9.52%	21	100.00%
Not Active Duty Parent/Guardian	1	4.76%	8	38.10%	10	47.62%	2	9.52%	21	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	2	9.52%	9	42.86%	10	47.62%	0	0.00%	21	100.00%
Male	1	10.00%	4	40.00%	5	50.00%	0	0.00%	10	100.00%
Female	1	9.09%	5	45.45%	5	45.45%	0	0.00%	11	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	1	5.88%	8	47.06%	8	47.06%	0	0.00%	17	100.00%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	0	0.00%	3	50.00%	3	50.00%	0	0.00%	6	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Not Economically Disadvantaged	2	13.33%	6	40.00%	7	46.67%	0	0.00%	15	100.00%
Students With Disabilities	*	40% or fewer	*	40% or fewer	*	60% or more	*	40% or fewer	5	100.00%
Students Without Disabilities	2	12.50%	8	50.00%	6	37.50%	0	0.00%	16	100.00%
Not Limited English Proficient	2	9.52%	9	42.86%	10	47.62%	0	0.00%	21	100.00%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%
Not Migrant Students	2	10.00%	9	45.00%	9	45.00%	0	0.00%	20	100.00%
Not Active Duty Parent/Guardian	2	9.52%	9	42.86%	10	47.62%	0	0.00%	21	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	2	9.09%	10	45.45%	9	40.91%	1	4.55%	22	100.00%
Male	1	9.09%	5	45.45%	4	36.36%	1	9.09%	11	100.00%
Female	1	9.09%	5	45.45%	5	45.45%	0	0.00%	11	100.00%
African American	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	2	14.29%	7	50.00%	5	35.71%	0	0.00%	14	100.00%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%
Economically Disadvantaged	1	11.11%	3	33.33%	4	44.44%	1	11.11%	9	100.00%
Not Economically Disadvantaged	1	7.69%	7	53.85%	5	38.46%	0	0.00%	13	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%
Students Without Disabilities	2	10.53%	10	52.63%	7	36.84%	0	0.00%	19	100.00%
Limited English Proficient	*	*	*	*	*	*	*	*	1	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Not Limited English Proficient	2	9.52%	10	47.62%	9	42.86%	0	0.00%	21	100.00%
Not Migrant Students	2	9.09%	10	45.45%	9	40.91%	1	4.55%	22	100.00%
Not Active Duty Parent/Guardian	2	9.09%	10	45.45%	9	40.91%	1	4.55%	22	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	3	12.00%	9	36.00%	11	44.00%	2	8.00%	25	100.00%
Male	2	11.76%	6	35.29%	7	41.18%	2	11.76%	17	100.00%
Female	1	12.50%	3	37.50%	4	50.00%	0	0.00%	8	100.00%
African American	*	*	*	*	*	*	*	*	1	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	2	100.00%
Caucasian	3	17.65%	6	35.29%	6	35.29%	2	11.76%	17	100.00%
Hispanic	*	*	*	*	*	*	*	*	3	100.00%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%
Economically Disadvantaged	0	0.00%	3	37.50%	5	62.50%	0	0.00%	8	100.00%
Not Economically Disadvantaged	3	17.65%	6	35.29%	6	35.29%	2	11.76%	17	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%
Students Without Disabilities	3	13.64%	9	40.91%	9	40.91%	1	4.55%	22	100.00%
Not Limited English Proficient	3	12.00%	9	36.00%	11	44.00%	2	8.00%	25	100.00%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%
Not Migrant Students	3	12.50%	9	37.50%	10	41.67%	2	8.33%	24	100.00%
Not Active Duty Parent/Guardian	3	12.00%	9	36.00%	11	44.00%	2	8.00%	25	100.00%

# 2014-2015 Standards Based Assessments (SBA)

## Science

- [All Grades](#)
- [Grade 4](#)

### All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	3	14.29%	10	47.62%	6	28.57%	2	9.52%	21	100.00%
Male	2	20.00%	4	40.00%	3	30.00%	1	10.00%	10	100.00%
Female	1	9.09%	6	54.55%	3	27.27%	1	9.09%	11	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	2	11.76%	9	52.94%	5	29.41%	1	5.88%	17	100.00%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	1	16.67%	2	33.33%	2	33.33%	1	16.67%	6	100.00%
Not Economically Disadvantaged	2	13.33%	8	53.33%	4	26.67%	1	6.67%	15	100.00%
Students With Disabilities	0	0.00%	2	40.00%	1	20.00%	2	40.00%	5	100.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	3	100.00%
Students Without Disabilities	3	18.75%	8	50.00%	5	31.25%	0	0.00%	16	100.00%
Not Limited English Proficient	3	14.29%	10	47.62%	6	28.57%	2	9.52%	21	100.00%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%
Not Migrant Students	3	15.00%	10	50.00%	5	25.00%	2	10.00%	20	100.00%
Not Active Duty Parent/Guardian	3	14.29%	10	47.62%	6	28.57%	2	9.52%	21	100.00%

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	3	14.29%	10	47.62%	6	28.57%	2	9.52%	21	100.00%
Male	2	20.00%	4	40.00%	3	30.00%	1	10.00%	10	100.00%
Female	1	9.09%	6	54.55%	3	27.27%	1	9.09%	11	100.00%
Alaska										
Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	2	11.76%	9	52.94%	5	29.41%	1	5.88%	17	100.00%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	1	16.67%	2	33.33%	2	33.33%	1	16.67%	6	100.00%
Not Economically Disadvantaged	2	13.33%	8	53.33%	4	26.67%	1	6.67%	15	100.00%
Students With Disabilities	0	0.00%	2	40.00%	1	20.00%	2	40.00%	5	100.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	3	100.00%
Students Without Disabilities	3	18.75%	8	50.00%	5	31.25%	0	0.00%	16	100.00%
Not Limited English Proficient	3	14.29%	10	47.62%	6	28.57%	2	9.52%	21	100.00%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%
Not Migrant Students	3	15.00%	10	50.00%	5	25.00%	2	10.00%	20	100.00%
Not Active Duty Parent/Guardian	3	14.29%	10	47.62%	6	28.57%	2	9.52%	21	100.00%

## Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient	
	Science Previous	Science Current
All Grades	80.95%	61.90%
Grade 4	80.95%	61.90%

## Appendix K

# Program Budget Summary, Funding Allocation and Costs Assignable to the Charter School Program

**APPENDIX K BUDGET SUMMARY**  
**Fund: 100 General Fund Budget Summary**  
**Soldotna Montessori Charter School**

Account Description	2016-17 Budget
3100 Certificated Salaries	\$ 825,995
3200 Non-Certificated Salaries	288,100
3500 Employee Benefits	<u>598,687</u>
Subtotal - Personnel Services	<u>1,712,782</u>
4100 Professional and Technical Services	30,000
4200 Staff Travel	4,000
4250 Student Travel	-
4300 Utility Services	2,300
4350 Energy	17,208
4400 Other Purchased Services	400
4500 Supplies, Materials, and Media	110,774
4900 Other Expenses	5,329
4900 Other Expenses - Additional Allowable	446,712
4950 Indirect Costs	<u>75,432</u>
Subtotal - Other	<u>692,155</u>
5100 Equipment	<u>-</u>
Location Totals	<u>\$ 2,404,937</u>

## APPENDIX K

### BUDGET NARRATIVE

Soldotna Montessori Charter School 2016 - 17

Budget Code	Account Description	Amount	Narrative
3100	Certificated Salaries	825,995	Negotiated Salaries
3200	Non-certificated Salaries	288,100	Negotiated Salaries
3500	Employee Benefits	598687	Negotiated Benefits
4100	Professional Technical Services	30,000	Contracted Part-time School Psychologist
4200	Staff Travel	4000	Conscious Discipline Training for New Teacher
4300	Utility Services	2,300	Soldotna Montessori Pro-Rated Cost of Shared Utilities
4350	Energy	17,208	Soldotna Montessori Pro-Rated Cost of Shared Energy
4400	Other Purchased Services	400	Xerox rental
4500	Supplies, materials	110774	Classroom supplies
4900	Other Expenses	5322	Dues, repairs, licenses
4900	Additional Allowable	446,712	In-Kind Chargeable Costs and Building Use
4950	Indirect	75,432	3.99%
		2,407,937	

**ESTIMATED FUNDING - SOLDOTNA MONTESSORI CHARTER SCHOOL  
FY17**

**FY17 Preliminary Revenue Calculation - 12/22/15**

**Variables:**

<b>FTE Enrollment</b>	<b>THIS FORMULA IS FOR 150 - 249 99 ONLY</b>	<b>164,000</b>
<b>Is program funded as a separate school per statute (Yes or No)</b>		<b>Yes</b>
ADM if funded as separate school		
ADM if funded as included in largest school (per statute)		
Intensive service students (as included in FTE enrollment)		
Correspondence students (not included in FTE enrollment)		

**Estimated State Foundation Funding**

FTE Enrollment		164,000
ADM as adjusted for school size $218.10 + (1.08 * (ADM - 150))$		233,220
ADM as adjusted for district cost factor (*1.171)		273,101
ADM as adjusted for special needs (*1.2)		327,721
ADM as adjusted for HS Vocational Education (*1.015)		332,637
ADM adjustment for intensive service counts (x13)		
ADM adjustment for correspondence students		
Adjusted ADM		332,637
Base student allocation		\$ 5,880
Estimated State Foundation Funding (Basic Need)		<b>\$ 1,955,903</b>

**Quality Schools Funding**

Quality schools funding per adjusted ADM	<b>\$ 16.00</b>	
Adjusted ADM	<u>332,637</u>	<b>\$ 5,322</b>

**Total Estimated Revenue Per Capita Funding**

		<b>\$ 1,961,225</b>
Less indirect cost rate *	%	
	0.0400	<b>\$ 75,432</b>
<b>Funds available for operation</b>		<b><u>\$ 1,885,793</u></b>

\* 3.85% was FY16 Indirect Cost rate, preliminary FY17 rate is 4.71%  
Charter schools are capped at 4%

**Additional Allowable to Charter Schools Per HB 278**

<b><u>FY 17</u></b>			<b>Foundation Revenue</b>	<b>\$ 1,961,225</b>
Est Borough Support FY17	\$	48,238,432	<b>Additional Allowable</b>	<b>\$ 446,712</b>
Required Contribution	\$	<u>24,344,153</u>	<b>Total Revenue FY17</b>	<b>\$ 2,407,937</b>
Additional Allowable Support	\$	23,894,279		
Total District Adjusted ADM		<u>17,792.50</u>		
Increase Per Adjusted ADM	\$	1,342.94		
Soldotna Montessori AADM 332.637				
Additional Allowable	\$	446,711.53		

## APPENDIX K

### Costs Assignable to the Charter School

KPBSD

Charter School Information

FY15 In-Kind Chargeable Costs

#### Soldotna Montessori

	District <u>Total</u>	Montessori <u>%</u>	Montessori <u>Cost</u>
Audit	\$ 60,400	1.880%	\$ 1,135.52
Custodial	\$ 112,856	1.880%	\$ 2,121.69
Maintenance	\$ 7,550,268	1.880%	\$ 141,945.04
Utilities	\$ 85,600	1.880%	\$ 1,609.28
Liability Insurance	\$ 573,090	1.880%	\$ 10,774.09
Property Insurance	\$ 557,309	1.880%	\$ 10,477.41
Workers' Compensation	\$ <u>729,823</u>	1.880%	\$ <u>13,720.67</u>
	\$ 9,669,346		\$ 181,783.70

Appendix M  
Adopted Charter School Transportation Policy

# Appendix M

## KPBSD Policy Manual

BP 3540

### BP 3540 Transportation

#### **Business and Instructional Support Operations TRANSPORTATION**

The School Board desires to provide transportation for eligible students in accordance with state and federal law.

The goals of the transportation service are:

1. To provide maximum safety for students while being transported between home and school and on school-sponsored trips.
2. To promote desirable student behavior and respect for traffic safety.
3. To provide assistance and transportation for students with disabilities.
4. To provide transportation for field trips.

KPBSD shall provide transportation services to students attending KPBSD charter schools as follows:

1. Charter school students living within the attendance area of the neighborhood school where the charter school is housed shall be provided transportation services on the same basis as all students in the district who reside within the attendance area of the neighborhood school they attend.
2. Charter school students living outside the attendance area of the charter school they attend shall be provided transportation services on a space available basis along the regular routes that the students attending schools in an attendance area in the district are currently being transported.
3. If a charter school declines pupil transportation services, no funding allocation will be made by the district.