



RENEWAL
Charter School
APPLICATION
for

Kaleidoscope School of Arts and Science

FY 2020

Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
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DIRECTIONS

Application for a Renewal Charter

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

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

Timeline:

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

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

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

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

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

**Alaska Department of Education & Early Development
Attn: Charter School Program Manager
801 W. 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500**

**Please also submit via email a pdf of the renewal application form to
Todd.Brocious@alaska.gov**

A renewal application approved by a local school board and submitted to the department **must be received by the department at least 90 days** before the next regularly scheduled meeting of the State Board of Education and Early Development. See schedule at:

www.education.state.ak.us/State_Board/

Form # 05-15-036

Alaska Department of Education & Early Development

A renewal application for a charter school approved by a local school board may not be submitted to the department more than 12 months before the expiration of the existing contract.

Required Format:

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

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

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

Charter School Renewal Application

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

Section 1: Establishment of the Charter at the local level

- i. Provide the primary purpose of the charter 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)

The overarching purpose of our charter is to educate the whole child through integrated arts and science to nurture meaningful learning. First approved in 2004 as a charter and continually operating since under the name Kaleidoscope School of Arts and Science, our school community maintains our dedication to this purpose.

Each detail of our statement of purpose is significant. Each drives our instructional programs, describes our learning environment, and defines our culture. Taken together, they distinguish Kaleidoscope School of Arts and Science (KSAS) from all other educational options in our community.

Emphasis is placed on educating the whole child. Collaborative efforts between classroom teachers and school-wide specialists focus not only on developing learning experiences that connect all learning, but also focus on those factors that support the academic and social growth of the whole child. These supporting factors include pedagogy, special needs, social skills, self-discipline, self-reflection, creativity, citizenship skills, critical thinking/problem solving (through science) and self-expression (through arts and music). Pedagogical choices allow us to reach all learners by insuring that our teaching practices address diverse learning styles. Special needs are assessed and addressed both inside and outside of the classroom. Social skills, self-discipline, and self-reflection are embedded in our use of the conscious discipline curriculum. Citizenship skills are facilitated and practiced in authentic situations within the school and local community.

The science and arts programs offered at KSAS are unique among elementary schools nationwide – and are not available elsewhere in the central peninsula area. KSAS has a full time science teacher and prides itself on providing students a unique science lab experience rich in hands-on investigations that encourage critical thinking and problem solving. In addition, our full time vocal music and part time instrumental music teachers emphasize movement, self-expression, creativity, and music appreciation through daily enrichment and regularly scheduled performance experiences.

By focusing on the whole child through the lenses of the arts and sciences, we nurture meaningful learning. We mold all of those pieces into a unique educational opportunity for our community.

The use of the word “Kaleidoscope” to identify our school was intentional. It defines our approach to learning- using multiple lenses to create understanding. Each of the individual members of our school community represent the essential pieces within a kaleidoscope that move, change, reflect, shine, compliment and contrast. In turn, each member contributes to the multiple patterns that form all facets of the KSAS community.

Commitment to our charter’s primary purpose has remained steadfast throughout our 14-year history. However, some components of the school have evolved over the five-year period since the last charter approval. So has education. So have the needs of children.

As with any school, KSAS has experienced changes in personnel, student population, curricula, and budget considerations over the past five years, all of which are addressed in this application.

Because KSAS was built upon the progressive 21st Century Goals for Schools, and because we are resolute in our purpose, we have successfully met those changes over the past five years, and are prepared to meet the challenges undoubtedly coming in the next ten.

- 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)

The Kenai Peninsula Borough School District Board of Education approved the reapplication of the KSAS charter during its regular monthly meeting on _____, 2018.

See Appendix A on page 38 for a copy of the approval form.

- 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)

A contract was signed between the KSAS charter school and the Kenai Peninsula Borough School District on _____, 2018.

See Appendix B on page 39 for a copy of the contract containing all required elements.

- 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)

The KSAS Bylaws consist of the articles that outline the roles and duties of the Academic Policy Committee. These articles include such topics as goals, membership, duties, committees, meetings, records and dissolution.

See Appendix C, pages 40-48 for a copy of the KSAS Bylaws.

- 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)

The Academic Policy Committee (APC) of KSAS consists of seven elected members: three are parents or guardians of students currently attending the school at the beginning of their elected term, three are members of the KSAS staff (at least two certified and/or up to one classified staff), and one community representative (with up to two alternates).

The names of current members, along with their qualifications, are listed below.

Parent representatives:

Rinna Carson, parent of 4th grader at KSAS

Stay at home parent; daily volunteer at KSAS

Ben Hanson, parent of 5th grader at time of election

Director of Information Technology, Kenai Peninsula Borough

RaeEllen Kurzendoerfer, parent of 4th grader at KSAS.

Behavior Special Education Teacher, Kenai Middle School.

Staff representatives:

Crista Cady, KSAS music teacher

Six years as KSAS staff member

Joy Harper, KSAS Science teacher

Eleven years as KSAS staff member

Nicole Shelden, Grades 3-4 teacher at KSAS

Fourteen years as KSAS staff member

Community Representative:

Liz Burck, retired science teacher.

Senior Science Education Specialist at the Institute of Global Environmental Strategies

This committee meets monthly throughout the school year- beginning in August and continuing through May- with a minimum of 6 regular meetings. In addition, special meetings and executive sessions are held as necessary. Each meeting is posted on the APC designated bulletin board in the school lobby and is included in the weekly newsletter sent via email to every parent.

Regardless of the intent of the meeting (regular monthly meeting, special meeting or executive session), each follows a standardized agenda format consisting of the following sections: Call to Order, Introduction of Members, Statement of Mission, Approval of Agenda, Approval of Minutes, Public Comments, Principal’s Report, Committee Reports, Discussion, Public Comments, Board Comments, Notice of Next Meeting, Adjournment. The agenda is purposefully designed to provide opportunities to monitor the progress of achieving the committee’s policies and goals.

All verbal interchanges throughout the meeting are simultaneously audibly recorded and typed into a computer. From those sources, the minutes are subsequently transcribed, emailed to each member, and downloaded onto the school website. All recordings are archived to the KPBSD’s server. Word document copies are archived on a thumb drive that is under the control of the APC Chairperson and hard copies are located in a APC minutes binder.

See Appendix D on pages 49-91 for additional evidence and copies of the written minutes from the 2017-18 school year APC meetings.

References: AS 14.03.250. Application for charter schools, AS 14.03.255(c)(1-14) Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter school application and review procedure.

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

Reviewer Rating Template		
Section 1	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Purpose	Page 6	
Evidence of board approval	Appendix A, Page 38	

Evidence of signed contract with all required elements	See required element below (items 1-14) Appendix B, Page 39	
1. Description of educational program	Appendix E, pages 92-135	
2. Specific levels of achievement for the education program	Appendix F, pages 136-162 Appendix O, pages 182-185	
3. Admissions Policy and Procedures	Appendix G, page 163	
4. Administrative Policies	Appendix E, pages 92-135	
5. Statement of Charter funding	Appendix I, page 166	
6. Method of accountability for receipts and expenditures	Appendix I, page 166	
7. Location and description of facility	Appendix L, page 170	
8. Name of teachers who by agreement will teach in the charter	Appendix M, page 171	
9. Teacher to student ratio	Appendix M, page 171	
10. Number of students to be served	Appendix M, page 171	
11. Term of contract (not to exceed 10 years)	Appendix B, page 39	
12. Termination Clause	Appendix B, page 39	
13. Statement of state and federal law compliance	Appendix B, page 39	

14. Exemptions or requirements included in contract	Appendix B, page 39	
Evidence of bylaws or assurance	Appendix C, pages 40-48	
Evidence of APC, including list of names/qualifications, meeting minutes	Appendix D, page 49	

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)

As with all administrators in the KPBSD, the administrator at KSAS follows the district’s administrative policies and procedures as set forth in the policy manual.

KSAS is administered by a full time, Type B certificated principal who is selected by the APC. At the time of this re-application, KSAS is under the direction of a newly hired administrator, Mrs. Dawn Grimm.

The school administrator is required to comply with all obligations and requirements outlined and specified in the written contract between KSAS, the APC, and the Kenai Peninsula Borough School District (KPBSD). She is required to attend and participate in district-wide Administrator meetings, and must comply with the KPBSD “Deadlines list.” She also receives all administrative memos and packets. By adhering to those obligations and conditions, the terms of the contract required by AS 14.03.255 (c) are being met.

The APC handles control and supervision of the school according to Charter School Law. It is responsible for hiring, firing and evaluating the principal through the mechanism of a bi-yearly formal evaluation process.

- 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)

Kaleidoscope School of Arts and Science follows the Kenai Peninsula Borough School District's Charter School Policy. In addition, the Bylaws of the KSAS APC address and comply with the State charter school laws.

See Appendix E on pages 92-135 for a copy of the written administrative policy manual utilized by KSAS.

- 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)

In an effort to constantly review, evaluate, and improve all aspects of the operation of KSAS, input is regularly solicited from both parents and staff. Opportunities to review, evaluate and improve operations of KSAS exist throughout the school year. The feedback is collected through written surveys, public comments at monthly APC meetings, weekly staff meetings, and in-person parent/teacher conferences. In addition, input is solicited bi-annually in the form of a confidential written evaluation in which parents and staff are asked to provide suggestions and feedback on operations of the school.

- A "Public comments" agenda item is standard at all APC meetings. Comments from attendees, including parents, staff, or other interested parties are solicited twice during each meeting, once in the beginning and once again at the end of the meeting. The APC meeting minutes included in Appendix D include all comments made during the meetings.
- Teachers provide input during staff meetings that are held weekly for one hour. Evaluation of operations and suggestions/discussion for improving conditions underlie most agenda topics. KSAS staff prides itself on open discussion, respecting the opinions of others and seeking consensus among staff.
- Parent-teacher conferences are held twice each school year; once in the late fall, once in mid-to-late winter (for example, in the 2018-19 school year, conferences are scheduled for November 1 and 2, and February 7 and 8). Conferences provide an additional opportunity to discuss classroom and school operations directly with parents.
- Twice each school year, once in the fall and again in the spring, the APC issues a formal evaluation document to each staff member (certified and classified) asking for feedback on the operational work done by the administrator. Generally, the number of staff members participating in this evaluation is significant, demonstrating the staff's dedication to reviewing, evaluating and improving operations of KSAS.
- It is worth noting that the strong parent volunteer program at KSAS provides a valuable source of relevant and pertinent feedback. The immersion in the KSAS environment affords them a deeper sense of operational awareness, which, in turn, increases their participation in formal reviews and contributes to operational improvements.

See Appendix D, Part II on page 49-91 for a compilation of recommendations and comments received from both parents and teachers as part of the 2018 biannual reviews. (Note: each comment is offered in its original unedited form.)

- 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)

The APC meetings- regular monthly or special meetings - are an opportunity for the charter school community, along with the APC, to monitor progress in achieving the committee's policies and goals.

See Appendix D on page 49-91 for evidence that the charter school met with the APC to monitor progress on policies and goals.

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

The KSAS school day begins at 9:10 am and concludes at 3:40 pm Monday through Friday. The academic schedule for each day is purposefully created to provide a flow of unique educational opportunities for all KSAS students.

Our school schedule is reviewed yearly and revised as needed to ensure the most productive use of student contact time. However, three factors are held constant in all scheduling considerations- our focus on the arts, our focus on science, and our focus on collaboration.

The essence of the schedule is to ensure the education of the whole child to nurture meaningful learning. In addition to the meaningful learning that occurs throughout the day in each classroom, students are also provided unique opportunities to engage in both a music and a science experience that promote creativity, self-expression, teamwork, critical thinking and problem solving.

At the time of this application-

- Each child at KSAS moves to a designated music classroom twice each week. Kindergartners get a total of 60 minutes of music per week; first and second graders get 65 minutes; third and fourth graders get 75 minutes; fifth graders get 80 minutes.
- Each child at KSAS moves to a designated science lab twice each week. Kindergartners get a total of 60 minutes of science per week; first and second graders get 90 minutes; third and fourth graders get 100 minutes; fifth graders get 120 minutes.

Teacher collaboration time is also a driver of the schedule. Once per week, teachers of the same grade levels meet to plan for integration of arts, science, "being there" experiences, conceptual key points, essential questions, social actions, thematic

components, and study trips. The music and science teachers also participate in each collaborative session in order to ensure intergration throughout all subject areas.

See Appendix F, pages 139-162 for a copy of the school schedule (page 162), a calendar of monthly school events (page 139) and a calendar of scheduled class study trips (page 141).

- 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)

Kaleidoscope School of Arts and Science is not the only elementary school in the city of Kenai; it is located within the attendance area of Mountain View Elementary School. Beyond attending Mountain View, students in Kenai can choose other local alternative educational options such as an elementary school in a nearby city/town, private schools, the KPBSD Connections homeschool program, other home school programs, and other local charter schools.

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

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

Reviewer Rating Template		
Section 2	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of administrative oversight	Question 1 under Section 2, page 11	
Evidence of written administrative policy manual or assurance	Appendix E, pages 92-135	
Evidence of regular parent and teacher contacts for continuous improvement	Appendix D, pages 49-91	
Evidence of annual APC meeting	Appendix D, pages 49-91	

Description of school schedule and calendar	Appendix F, pages 136-162	
Alternative options for students if no other educational program exists	Question 6 under Section 2, page 14	

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 and 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)

The Kaleidoscope School of Arts and Science (KSAS) is a public elementary charter school that will develop student academic and lifeskills through the integrated study of arts and sciences. As with all Alaska charter schools, the KSAS offers a free, public, and unique choice within the Kenai Peninsula Borough School District system for innovative instruction focusing on student achievement, creative problem solving, life-long learning, and parent involvement. Kaleidoscope School of Arts and Science ensures equal and bias-free access for all students, facilities, courses, programs, activities and services. We follow District guidelines that ensure non-discrimination policies with regard to race, gender, national origin, color, disability or age. Age appropriate curriculum, programs and activities are available to all students. Students have access to Special Education services.

Our educational mission is to educate the whole child through integrated arts and science to nurture meaningful learning. We value the processes of inquiry, dialogue and reflection. We understand the impact that arts have on the human condition. We encourage hands-on learning and celebrate the sparks of understanding shining through the messiness of the process.

Our curricula emphasize integration and are based on these resources: Integrate with Integrity, Total Literacy, and Highly Effective Teaching. Our use of staff selected yearlong themes provides the content for integration. Both the arts and science curricula were developed specifically for KSAS to incorporate academic standards through integration.

See Appendix F on pages 136-162. for a more thorough description of teaching methods and further examples of curricula.

- 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)

The KSAS instructional program complies with state content standards in all academic areas.

See Appendix F pages 136-162 for evidence of the KSAS written instructional program. See Appendix O pages 182-185 for the most recent PEAKS scores for KSAS.

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

Students identified as needing special education services receive those through the school's special education program. Special education students, bilingual students, and gifted students are serviced through either inclusion or pull-out services at Kaleidoscope School of Arts and Science, as determined by the best interest of the student. Resource and related teachers collaborate with classroom teachers to ensure modification or differentiation of instruction and assessment in meeting students' needs. If a special services student or student with a 504 Plan enrolls at Kaleidoscope School of Arts and Science, a review of the student's IEP or 504 Plan is conducted. The IEP/504 team then determines if Kaleidoscope School of Arts and Science can meet the student's individual learning needs via the methodology and curriculum materials available at the school. The IEP team must include a district office representation and a member of the student's neighborhood school. If it is determined that Kaleidoscope School of Arts and Science cannot adequately address the needs of the student outlined in the Form 05-01-027 Alaska Department of Education & Early Development 163, a placement is disclosed to the parent at a meeting and documented in a Prior Written Notice. Notice to the parent includes a copy of the Procedural Safeguards. Kaleidoscope School of Arts and Science complies with Kenai Peninsula Borough School District and State of Alaska's laws and statutes regarding special education students.

- 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)

Students achieving below proficiency levels participate in a variety of programs and activities designed to meet their specific needs. In order to maximize individual student potential, any student performing below proficiency levels is referred to the school Intervention Team. The Intervention Team process provides for recommendations for targeted accommodations, specific skill building activities, enrichment programs, before

and/or after school tutoring, or consideration for possible determination to participate in Special Education programs. Intervention Team meetings occur on a regular basis and are chaired by a classroom teacher. Students referred for intervention have an intervention plan and receive regular classroom monitoring. Specific instruction is provided and regular monitoring is performed. The school implements a plan to demonstrate progress over time. Teachers meet in teams once per week and teachers conduct formative assessments in the classroom on a daily, weekly and monthly basis. Student portfolios documenting growth are kept for each student. Students not meeting proficiency are monitored through assessments either weekly or bi-monthly. Professional development is offered to help in assisting students with additional needs, including regular weekly discussions and monthly training.

See Appendix E, pages 92-135, Appendix F, pages 136-162, and Appendix O, pages 182-185 for objectives and evidence of program achievements.

- 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)

Kaleidoscope School of Arts and Science (KSAS) has continued to meet its academic goals. This is evidenced by use of a variety of developmentally appropriate and holistic measurements in addition to performing at a high success rate on state required assessments. All teachers plan according to the adopted State of Alaska standards for grades K-5 in the context of the integrated thematic year-long conceptual learning and themed quarterly units. KSAS has continued to demonstrate progress while participating in statewide Standards Based Assessment. Evidence that the school meets and/or exceeds state proficiency levels is included in the charts in this section. Additionally, our school was awarded as a National Blue Ribbon School 2015, ranking our school in the top 3% of all K-12 schools in our nation.

See Appendix O pages 182-185, for a complete description of additional student assessments, including current state PEAKS test results.

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

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

Reviewer Rating Template

Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of educational program	Appendix E, pages 92-135	
Evidence of written instructional program that addresses content standards and aligns with statewide assessment system	Appendix F, pages 136-162	
Description of plans for serving special education, vocational education, gifted and bilingual students	Question 3 under Section 3, page 16	
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 E, pages 92-135 Appendix F, pages 136-162 Appendix O, pages 182-185	
Description of the mechanisms for student assessment in addition to those required by state law	Appendix E, pages 92-135 Continuous Growth Model	

Section 4: Professional Development

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

Continual learning that supports our instructional design, vision, mission and beliefs drives our professional development. Our team approach to teaching requires a shared commitment to professional learning. Furthermore, this commitment to professional development models our belief in lifelong learning to students and the Kaleidoscope community.

Each staff member should commit to seeking out and engaging in professional learning opportunities. Staff are expected to share professional skills, talents, and knowledge with the entire KSAS community. They should enter into professional learning opportunities with an open mind and positive attitude. Professional development sessions may also be led by a community member with relevant experience or knowledge (artist, musician, scientist), or by a professional educational consultant.

Continual learning inspires our teaching. We have found that because students are immersed in a rich, connected learning environment, we continue to have high success in academic achievement.

Kaleidoscope seeks out multiple funding resources to support professional development. Our professional development committee meets monthly to refine the intentional focus of our schoolwide professional development.

In addition, KSAS participates in a scheduled curriculum review as outlined in Appendix N, Goal Area 2, page **GOAL AREA 2** 174.

References: 4 AAC 33.110 Charter School application and review procedure.

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

Reviewer Rating Template		
Section 4	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of and schedule for planned professional development	Question 1 under Section 4, page 18	

Section 5: Facility

- i. Provide the location for the charter school, description of the facility and lease information. AS 14.03.255(c)(7)(d), 4 AAC 33.110(a)(15)

Kaleidoscope School of Arts and Science is located at 549 North Forest Drive in the city of Kenai. North Forest Drive is a main road through a residential neighborhood on the

western side of Kenai. The school is housed in the building formally occupied by Sears Elementary School. Kaleidoscope School of Arts and Science has a contract with Kenai Peninsula Borough School District for the use of our building.

The school facility consists of an entryway/lobby, front office area, multi-purpose room (gymnasium/cafeteria), library, teacher’s lounge, 12 dedicated K-5 classrooms, one music room, one band room, one science lab, and several small storage rooms. (A building map is provided in Appendix L.) The building is surrounded on three sides (front and two ends) by parking spaces. A large playground occupies the space behind the building. Beyond the playground is the Kaleidoscope Nature Trail. The trail system was designed and built by staff and parents 2007 and is used for hands-on science investigations as well as artistic inspiration.

See Appendix L on page 170 for a map of the building interior.

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

Plans for the facility call for the addition of a detached greenhouse on the school grounds. The KSAS PTA will assume the leadership role for this project. Funds will be raised through PTA sponsored fundraisers, such as a community wide “color run” event. The projected timeline calls for the project to begin within the next two years. The greenhouse will provide opportunities for both scientific investigations and artistic expression.

Because the purpose of Kaleidoscope is to provide a learning environment within limited class sizes, there are no plans at this time to alter the facility.

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

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

Reviewer Rating Template		
Section 5	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable	Appendix L, page 170	

Evidence of a written facility plans	Appendix L, page 170	
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Section 6: Admission

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

Policies and procedures for admission to KSAS are very explicit and are aligned to the KPBSD admission procedures for Charter Schools. Parents/guardians may apply to enroll any student eligible for public school enrollment. Based on Alaska state statute, if the number of student applications exceed the capacity of KSAS’s program targeted enrollment, students will be accepted by a lottery. Following the filling of each available seat, additional applicants are placed on a waitlist in the order in which their name was drawn in the lottery.

See Appendix G on page 163 for a copy of the written admission policies and procedures utilized by KSAS.

- 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)

All recruitment, application, lottery, enrollment and waitlist procedures are strictly aligned to the KPBSD admission procedures for Charter Schools. Student recruitment is done via advertisements through social media, local newspapers and local radio stations. Recent efforts have been directed at community events such as parades and festivals.

As a public elementary school, all students are able to apply to Kaleidoscope. Parents or guardians must complete a written application. Upon submission, each application is assigned a tracking number with a record of the receipt. That tracking number is provided to the parent and is also stored in an office database.

KSAS uses a lottery system to fill open slots. A local accounting firm conducts the actual lottery process. Applications are divided by grade level; each applicant within that grade level is then listed alphabetically. For each grade level, a number of bingo balls are placed in a spinner that corresponds to the number of applicants. As each ball is drawn, the number is assigned to the next name on the list until all are matched up. Parents are contacted via phone in the order of ascending numbers until all slots for that grade level are filled. All remaining names are placed in the same order on a waitlist.

Enrollment numbers for the past three years have remained steady- ranging between 252 and 256. Waitlist numbers are highly fluid; they vary by month (as students move in and out) , by year (as slots held by siblings change, as the local economy changes), and by grade level.

See Appendix H on page 164 for additional enrollment information.

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

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

Reviewer Rating Template		
Section 6	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Evidence of written admission policies and procedures	Appendix E, pages 92-135 Appendix G, page 163	
Evidence of a written student recruitment process, including enrollment and waitlist numbers	Appendix E, pages 92-135 Appendix H, page 164	

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)

As in other District schools, the current method of funding the operation of KSAS is based on enrollment during the count period. A formula is used which allocates eligible District revenues on a per capita basis. Operating costs of KSAS are typical of other schools in the District. The greatest share of the cost is in personnel. Teachers salary ranges will vary depending on the steps and ranges as determined by the negotiated

agreement. Operating costs include supplies, equipment, custodial, telephone and services. Utilities will be a cost for KSAS if operating in a current public school setting.

KSAS will follow all District accounting procedures and funds will be subject to normal district accounting procedure audits. District budget and accounting system and reports will be used to determine accounting status of KSAS. The APC will review the proposed revenue and expenditures prior to submission of the budget to the District in December of the previous school year.

The APC reviews the funding allocation from the District in November and submits a budget to the District in December for the following school year. Input for the budget is obtained at an APC work session with public input allowed. Final review of the budget with public input occurs at an APC meeting prior to submission of the budget proposal to the District. Monthly budget reports are presented to the APC for their review.

The Kenai Peninsula Borough School District implements indirect costs at the State Approved rate. Services provided to Kaleidoscope School of Arts and Science for this indirect fee include Data Processing, Human Resources, Accounting, Purchasing, Planning and Operations, Assessment, Staff Development, District Media Center, Food Services, Warehouse and Delivery Services and Student Transportation and Building Use.

KSAS is eligible and does receive local funding. The local requirement is the equivalent of a 2.65 mill tax levy on the full and true value of the taxable real and personal property in the district and not to exceed 45% of the district's basic need for the preceding fiscal years.

See Appendix I on page 166 for budget documents.

- ii. Provide a signed assurance that:
- the charter school follows all district approved practices to account for receipts and expenditures;
 - the charter school has been successful in ending each year with a zero or positive fund balance;
 - all audit reports to date indicate the school has met its obligation to ensure the fiscal integrity of the school's financial operation. *AS 14.03.255(b)(1)(c)(6)*

A signed assurance of the above requirements is provided on page 26

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

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

Reviewer Rating Template		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of a budget plan	Appendix I, page 166	
Evidence of assurance	Charter School Assurance, page 26	

Section 8: Transportation

- i. Provide the district charter school transportation policy, if proposed or adopted, marked as Appendix J. 4 AAC 33.110(a)(19)

In an effort to accommodate the transportation needs of the parents of our students, KSAS has chosen to include bus transportation for students living within the boundaries of the city of Kenai as part of our contract with the KPBSD.

For transport to KSAS, students must catch the bus on its designated route- a route determined by the bus company contracted by the district. At the end of the school day, buses pick up students for transport back to their chosen bus stop.

Families residing outside the boundaries of Kenai area school bus routes are required to provide transportation to and from Kaleidoscope.

See Appendix J on page 167 for a copy of the KPBSD charter school transportation policy.

References: AS 14.03.255. Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure, AS 14.09.010 Transportation (e)(1-3)(f)(g), 4 AAC 27.057 Charter School Transportation policy.

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

Reviewer Rating Template		
Section 8	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Plans for pupil transportation	Appendix J, page 167	

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: _____

Name of the Charter Program: _____

Name of Superintendent: _____

Signature of Superintendent: _____ Date: _____

Alaska State Charter School Statutes

Sec. 14.03.250. Application for charter school.

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

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

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

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

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

(f) A local school board that denied an application for a charter school approved by the state board on appeal shall operate the charter school as provided in AS 14.03.255 - 14.03.290. [This statute applies to charter school applications filed with a local school board on or after July 1, 2014.]

Sec. 14.03.253. Charter school application appeal.

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

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

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

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

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

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

(b) A charter school shall

(1) keep financial records of the charter school;

(2) oversee the operation of the charter school to ensure that the terms of the contract required by (c) of this section are being met;

(3) meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and

(4) meet with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals.

(c) A charter school shall operate under a contract between the charter school and the local school board. A contract must contain the following provisions:

(1) a description of the educational program;

(2) specific levels of achievement for the education program;

(3) admission policies and procedures;

(4) administrative policies;

(5) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget;

(6) the method by which the charter school will account for receipts and expenditures;

(7) the location and description of the facility;

(8) the name of the teacher, or teachers, who, by agreement between the charter school and the teacher, will teach in the charter school;

(9) the teacher-to-student ratio;

(10) the number of students served;

(11) the term of the contract, not to exceed a term of 10 years;

(12) a termination clause providing that the contract may be terminated by the local school board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause;

(13) a statement that the charter school will comply with all state and federal requirements for receipt and use of public money;

(14) other requirements or exemptions agreed upon by the charter school and the local school board.

(d) A school district shall offer to a charter school the right of first refusal for a lease of space in an existing school district facility or in a facility within the school district that is not currently being used as a public school, if the chief school administrator determines the facility meets requirements for health and safety applicable to public buildings or other public schools in the district. If the school district requires lease payments by a charter school, the school district shall negotiate a lease agreement with the charter school for an amount that does not exceed the true operational costs calculated on a square foot basis for space leased under this subsection.

Sec. 14.03.260. Funding for charter school.

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

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

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

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

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

Sec. 14.03.264. Charter school grant program.

(a) A charter school that is established on or after the effective date of this section may receive a one-time grant from the department equal to the amount of \$500 for each student enrolled in the school on October 1 of the first year in which the school applies for the grant. The charter school

shall use a grant received under this section to provide educational services. In this subsection, "educational services" includes curriculum development, program development, and special education services.

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

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

Sec. 14.03.265. Admission.

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

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

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

(c) In addition to other requirements of law, a charter school shall be nonsectarian.

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

(a) A teacher or employee may not be assigned to a charter school unless the teacher or employee consents to the assignment.

(b) All provisions of an existing negotiated agreement or collective bargaining agreement applicable to a teacher or employee of a district apply to that teacher or employee if employed at a charter school in that district, unless the district and the bargaining unit representing the teacher or employee agree to an exemption.

(c) A teacher in a charter school shall be evaluated in an equivalent manner as all other teachers in the district, except that if there is no administrator assigned to the charter school, the local school board, with the agreement of the charter school, shall designate a school district administrator in that district to evaluate a teacher in a charter school.

Sec. 14.03.275. Contracts; duration.

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

Sec. 14.03.280. Regulations.

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

Sec. 14.03.290. Definitions.

In AS 14.03.250 - 14.03.290,

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

(2) "charter school" means a school established under AS 14.03.250 - 14.03.290 that operates within a public school district;

(3) "local school board" means a borough or city school board or a school board of a regional educational attendance area;

(4) "parent" means a biological, adoptive, or foster parent, or an adult who acts as guardian of a child and makes decisions related to the child's safety, education, and welfare;

(5) "teacher" means a person who serves a school district in a teaching, counseling, or administrative capacity and is required to be certificated in order to hold the position.

Sec. 14.07.165 Duties.

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

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

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

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

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

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

(3) be approved by the department.

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

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

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

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

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

(2) not later than February 15, the charter school shall submit for approval of the governing board of the district a plan for the following school year that includes a statement about whether the school will continue to operate if the student count remains the same that year and, if so, a projection of the funding anticipated from the state and other sources, a proposed

budget, and a description of anticipated changes to the school staff, program, and curriculum; if the school intends to close if the student count remains the same the following year, the plan must describe transfer plans for students, staff, facilities, and materials.

Alaska State Charter Schools Regulations

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

4 AAC 27.057. Charter school transportation policy.

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

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

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

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

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

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

(c) The application to the department must include

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

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

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

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

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

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

Authority: AS 14.07.020 AS 14.07.060 AS 14.09.010

4 AAC 33.110 is repealed and readopted to read:

4 AAC 33.110. Charter school application and review procedure.

(a) The application procedure required by AS 14.03.250(a) for the establishment of an initial or renewed charter for a charter school must be in writing and must be available upon request at the school district's central office. The local school board must require an applicant to submit sufficient information so that the local school board may conduct a thorough review of the proposed charter school. An application must conform to the content areas and formatting standards set out at the department's website at http://education.alaska.gov/Alaskan_Schools/Charter. An application, upon final approval by the State Board of Education and Early Development, will operate as the charter for the school. In addition to the requirements of AS 14.03.250(a), an application must include, at a minimum,

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

(b) Not later than 30 days after a local school board's decision to approve an initial application or a renewal application for a charter school, the local school board must forward the application to the State Board of Education and Early Development for review and approval under AS 14.03.250(c) by mailing to the department

(1) the complete application filed with the local school board, including all supporting documents required by (a) of this section;

(2) the written decision of the local school board;

(3) all other materials considered by the local school board in support or in opposition to the application; and

(4) the minutes of the local school board meeting at which the charter school was approved.

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

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

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

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

(1) the complete application submitted to the local school board, including all supporting documents required by (a) of this section;

(2) the written decision of the local school board;

(3) any other materials considered by the local school board in support or in opposition to the application;

(4) the minutes of the local school board meeting at which the charter school was approved or denied, or if the minutes are not yet available, the date on which the minutes will be available for review by the department; and

(5) within ten working days of receipt of the commissioner's written request for a hearing transcript, a transcript of any recorded testimony presented to the local school board regarding the charter school application.

(g) The commissioner will review an appeal of a local school board decision denying an initial or renewal application for a charter school under AS 14.03.250(d).

(h) If the commissioner upholds the denial of an application, the applicant may file an appeal of the commissioner's decision to the State Board of Education and Early Development within 30 days of the issuance of the commissioner's decision. The commissioner will forward the appeal to the State Board of Education and Early Development immediately for consideration at its next meeting. The State Board of Education and Early Development will issue a decision within 90 days after the filing of an appeal of a commissioner's decision upholding a denial of an application.

(i) If the commissioner approves an initial or renewal application by overturning a denial by the local school board, the commissioner will forward the application and record to the State Board of Education and Early Development not later than thirty days after the commissioner issues a written decision of approval. The State Board of Education and Early Development will consider the application at its next meeting.

(j) The State Board of Education and Early Development will not approve an application that contains insufficient information to determine compliance with applicable law.

(k) A decision of the State Board of Education and Early Development granting or denying approval for a charter school application is a final agency action for purposes of an appeal to the superior court. (Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171; am 4/18/2015, Register 214)

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

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

4 AAC 33.113. Amendment of charter.

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

Authority: AS 14.03.250 AS 14.07.020 AS 14.07.060
AS 14.03.280

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

4 AAC 33.115. Operation of charter schools.

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

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

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

4 AAC 33.117. Charter school grant program.

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

- (1) apply on a form prescribed by the department;
- (2) provide evidence in its application that demonstrates that grant funding will be used to provide educational services as defined under AS 14.03.264(a); and
- (3) file its application with the department not later than September 15 to receive funding based on student enrollment on October 1 of the same fiscal year.

(b) A charter school that received reduced grant funding in a prior fiscal year as permitted under AS 14.03.264(c) may apply for the balance of the grant amount using the procedures described in (a) of this section.

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

Authority: AS 14.03.264 AS 14.07.020 AS 14.07.060

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

4 AAC 33.119. Definitions.

In 4 AAC 33.110 – 4 AAC 33.119,

- (1) "charter school" has the meaning given in AS 14.03.290;
- (2) "commissioner" means the commissioner of education and early development;
- (3) "department" means the Department of Education and Early Development;
- (4) "local school board" has the meaning given in AS 14.03.290.

(Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171; am 4/18/2015, Register 214)

Authority: AS 14.03.250 AS 14.07.020 AS 14.07.060 AS 14.03.280

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Appendix A

School Board Approval

Insert "Appendix A" here-from the board meeting in Fall of 2018

Appendix B

Signed Contract

*Insert "Appendix B" here-from approval received from KPBSD and State in spring of 2019
but before July 2019*

Appendix C

Bylaws

Proposed Bylaw revision 2.10.16; Approved by KPBSD Board 3.7.16

XII. Academic Policy Committee Bylaws

KALEIDOSCOPE SCHOOL OF ARTS AND SCIENCE CHARTER SCHOOL BYLAWS

MISSION STATEMENT

Kaleidoscope School of Arts and Science will educate the whole child through integrated arts and science to nurture meaningful learning.

ARTICLE 1

NAME

The name of the school shall be Kaleidoscope School of Arts and Science hereinafter, KSAS School or school.

ARTICLE 2

PURPOSE/OBJECTIVES/GOALS

A. To establish and perpetuate a school which will provide a safe learning environment unifying the efforts of parents, staff, and students to:

1. Support high quality, rigor infused instruction through integration of Arts and Science
2. Encourage the school community (staff, students, parents, community) to analyze, investigate and synthesize information through use of inquiry, dialogue and reflection
3. Facilitate positive attitudes for students to become participating citizens in society

B. To oversee the financial responsibility of the school.

C. To conduct its affairs in accordance with the mission statement above.

D. To exercise all such powers as are provided by State and Federal law, Kenai Peninsula Borough School District policy, and these Bylaws.

ARTICLE 3

GENERAL MEMBERSHIP/MEMBERSHIP MEETINGS

- A. KSAS membership consists of parents or guardians (hereinafter “parents”) of current KSAS students, KSAS staff, and community members appointed by the APC.
- B. General Membership meetings shall be held at least 6 times a year (approximately one time per month) to discuss APC affairs. The meeting times and dates are to be set by the APC, preferably at the first meeting of each semester. All regular meetings are open to the public. Agenda will be posted in accordance with public meeting law.
- C. The quorum for action at an APC meeting is five APC Board members. Action would require a unanimous vote if only the minimum number of members is present for a quorum.
- D. Special meetings may be called, and notice of the meeting must be given 72 hours in advance. Action at the meeting is to be limited to the purpose stated in the notice.
- E. Executive Sessions: Prior to entering an executive meeting, the Board first shall meet in open session. At this open meeting, the Board shall enter an executive session only after a majority of the Board votes to accept a motion to enter the executive session. The motion shall clearly and with specificity describe the subject of the proposed executive session without defeating the purpose of addressing the subject in private. Unless stated in the motion for executive session, or auxiliary to the main question, no other subject may be discussed in that executive session.

The only subjects that the Board may discuss in an executive session of the Board are:

- 1. matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the School District;
- 2. subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion;
- 3. matters which by law, municipal charter, or ordinance are required to be confidential; or
- 4. matters involving consideration of government records that by law are not subject to public disclosure.

Legal Reference:

ALASKA STATUTES 44.63.310-312 Alaska's Open Meetings Act

ARTICLE 4
APC BOARD

A. Shall consist of the following:

- 1. 7 voting members and up to 2 additional non-voting members: 3 parent representatives 3 staff representatives (3 certified teacher representatives or 2 certified teacher representatives and 1 support staff representative) employed at KSAS, 1 community representative; up to 2 additional alternate community representatives (alternate voters in the case of an absent board member(s))
- 2. Current school administrator appointed by the APC to the board and serve as a voting member in case of tie votes only.

B. Terms

1. Parent Representatives

- a. Nomination forms for Parent Representatives will go out in February. Nomination forms will be accepted in a designated place and marked with a time and date stamp agreed upon by the APC board. If no nominations are received by the deadline, APC will extend the deadline and advertise to the community.
- b. All nominations meeting the criteria below will be listed on the ballot. Ballots with attached biographies will be sent home in March not in conflict with Spring Break. Each designated household will receive one ballot. Additional ballots may be requested by guardians from the site administrator.
- c. A written ballot certified by an outside accounting firm will determine selection of parent representatives by the end of April.
- d. Representative(s) will be seated by May APC meeting.
- e. Parent representative seats must be filled by parents or guardians of students currently attending the school at the beginning of the elected term.
- f. Only one parent per family may serve on the APC simultaneously.
- g. Parent representative seats may not be filled by a spouse/partner of a contracted employee of the school.
- h. Parent seats may not be filled by contracted employees of KSAS.
- i. Should a parent representative or spouse become a contracted employee of KSAS, their position as an APC board member will cease. (see ARTICLE IV, Section B., #7)
- j. Parent representatives will serve three-year terms, with a maximum of two consecutive terms.
- k. Terms will be staggered to maintain continuity of the board.

Elected Term	Seat	End of Term
2016	A	2018
2016	B	2019
2017	C	2020
2018	A	2021
2019	B	2022
2020	C	2023

Should any seat not follow the stagger, the APC will adjust the term to maintain the staggered board representation.

2. Staff Representation

- a. Nomination forms for Staff Representatives will go out in February. Nomination forms will be accepted in a designated place and marked with a time and date stamp agreed upon by the APC board. If no nominations are received by the deadline, APC will extend the deadline and advertise to the staff.
- b. All nominations meeting the criteria below will be listed on the ballot. Ballots will be distributed in March. Each staff holding a .5 FTE or more will receive one ballot.
- c. The APC Chairperson in the presence of the administrator will count the ballots and announce the selection by the end of April.
- d. Representative(s) will be seated by May APC meeting.
- e. Staff representative seats must be filled by staff currently holding a .5 FTE status or greater.
- f. Three staff representatives will be filled by at least 2 certified teaching staff and/or up to 1 classified staff.
- g. Only one staff member per family may serve on the APC simultaneously.
- h. Staff representatives will serve three-year terms, with a maximum of two consecutive terms.
- i. If employment is terminated by a staff representative, the seat vacancy would be refilled following Article IV, Section B., #7.
- j. Terms will be staggered to maintain continuity of the board.

Elected Term	Seat	End of Term
2016	A	2018
2017	B	2019
2017	C	2020
2018	A	2021
2019	B	2022
2020	C	2023

Should any seat not follow the stagger, the APC will adjust the term to maintain the staggered board representation.

- f. If possible, one of these member(s) should be from the Arts and Science community.
- g. The community representative may not be a spouse of a contracted employee, a parent of an enrolled student, or a .5 or more contracted employee of KSAS.

4. Administrator

- a. Fulfilled by current appointed School Administrator.

5. Attendance

- a. An APC member may be asked to vacate a seat if they miss more than 2 consecutive meetings, without an excused absence, or more than three meetings in a six month period.

6. Conduct

- a. An APC member may be asked to vacate a seat if they do not adhere to the Bylaws and agreed appointment.
- b. All Board Members will sign a copy of the APC Bylaws at the time of board seating.

7. Vacancy

- a. The APC Board will appoint someone to fill a vacancy until a special election can be held.
- b. Any APC Board member may resign at any time by giving written notice to the APC Board. Such resignation shall take effect at the time specified therein.

C. Duties

Parent or Community Representatives will hold the following positions:

1. Chairperson

- a. The APC will elect a Chairperson each year at the seating of the board by the end of May.
- b. The Chairperson shall preside at all meetings of the APC Board, act as the liaison to the administrator and shall have the following duties: organizing meetings and events, communication with all stakeholders, developing agendas and/or posting meeting notices, and other duties assumed by this appointment, in addition to those particularly specified by these Bylaws.
- c. The Chairperson will be held by a parent or the appointed community representative (not an alternate community representative).

2. Vice-Chairperson

- a. The APC will elect a vice-chairperson each year at the seating of the board by the end of May.
- b. The Vice-Chairperson shall have the powers and exercise the duties of the Chairperson in case of their absence or incapacity, as well as, duties assigned by the Chairperson or the APC Board.

- c. The Vice-Chairperson will be held by a parent or the appointed community representative (not an alternate community representative).

3. Secretary

- a. The APC will elect a Secretary each year at the seating of the board by the end of May.
- b. The Secretary is responsible for maintaining APC records to include meeting minutes, meeting notices and reports to the board/community.
- c. The Secretary shall keep a record of all meetings of the board and shall have all the duties and powers normally attributed to the office of Secretary, particularly centralizing all public documents pertinent to the school Charter.
- d. The Secretary of the APC Board shall maintain a topic agenda of all executive sessions in accordance with Article III, E.
- e. The Secretary will be held by a parent or the appointed community representative (not an alternate community representative).

4. Parent or Community representative

- a. The parent or community representative will attend APC meetings.
- b. The parent or community representative will fully participate as an active
- c. The community representative(s) should inform APC of community events supporting the KSAS mission.

5. Staff representative

- a. The teacher representative will attend APC meetings.
- b. The teacher representative will fully participate as an active board member.

6. Administrator

- a. The Administrator will attend APC meetings.
- b. The Administrator will report to the APC in a timely manner on the budget, academic operations and any other operations pertaining to the school.
- c. The Administrator will present any changes to the currently approved FY budget to the APC for review and possible approval.

- d. The Administrator will present a proposed plan for any funds available beyond the agreed current FY budget. This needs APC approval.
- e. The Administrator will present to the APC a single expenditure \$5,000 or above that would be drawn from the Equipment Fund for approval.
- f. The Administrator will arrange for minutes to be recorded.

7. Specific Duties of the Board APC Board:

- a. Represent Kaleidoscope School of Arts and Science by upholding the mission, vision and core values through the demonstration at all times of the school’s Lifelong Guidelines of Trustworthiness, Truthfulness, Active Listening, No Put Downs and Personal Best.
- b. Have a currently cleared KPBSD Background Check and KSAS Volunteer clearance while serving as an APC Board member.
- c. Supervises the academic operation of KSAS to ensure the alignment to the mission.
- d. Is accountable to the KPBSD School Board in accordance to AK Charter School Law.
- e. Will conduct meetings following Robert’s Rules of Order.
- f. Reviews and approves annual budget, enrollment, legal contracts, policies, and procedures aligned to the KSAS Charter.
- g. Meets to discuss operations, to hear reports and updates from Board members and committees, and to consider requests and concerns from students, staff, family and community members.
- h. Matters discussed during an executive session shall remain confidential among those attending. The Secretary of the APC Board shall maintain a topic agenda of all executive sessions.
- i. May recommend removal of a Board member, with an affirmative vote for removal by 5 out of 6 voting members of Board. The APC member whose removal is under consideration shall not participate in, nor be calculated in the percentage of such a vote.
 - 1. Immediate action will be taken in a meeting organized and posted by the APC.
 - 2. The APC may seek legal consult.
- j. The APC Board shall meet at least 6 times a year.
- k. A review of the KSAS bylaws will occur annually Board training should occur every year with a trainer experienced in policies and procedures of volunteer/elected boards.

ARTICLE 5
ADVISORY COMMITTEES

- A. The APC Board possesses certain legal powers and prerogatives, which cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the Board for official action. The Board shall have power to create or dissolve any advisory committee and shall reserve the right to exercise this power at any time during the life of the committee.
- B. Committees shall be formed as needed and serve at the pleasure of the Board.
- C. Each committee shall provide a report to the APC Board at scheduled meetings.

ARTICLE 6
NOTICE OF MEETINGS

Notice of meetings of the APC Board shall be posted, at least 24 hours prior, at a prominent place outside the KSAS School office. These notices may be posted using various forms of media (written agenda, phone notice, website, instant messaging, etc.). The postings of such notice shall be considered full and timely notice to the public of such meetings.

ARTICLE 7
TRANSACTION OF FINANCIAL BUSINESS

All business shall be conducted through the KPBSD Finance Office.

ARTICLE 8
BYLAWS

- A. A draft of changes to the bylaws will be reviewed during an APC meeting before a vote is held regarding the changes.
- B. Amendment of bylaws requires a two-thirds vote of the APC Board.
- C. Approval of bylaws requires a two-thirds vote of the APC Board.

ARTICLE 9
RECORDS

Minutes and APC records including names and contact information of the APC board members are kept at the school site. All records are considered public and may be inspected at any reasonable time. However, student records, personnel records, and any other record protected under privacy laws are excluded.

ARTICLE 10
DISSOLUTION

On the dissolution, all properties of KSAS School shall be dispersed in accordance with contract provisions approved by the State of Alaska Department of Education Charter School Law.

Appendix D

Board Membership

Kaleidoscope School of Arts and Science has continued to be in successful operation by its local academic policy committee since the school opened in August of 2004. The current APC consists of three parent representatives elected at large, three staff representatives elected by staff, up to two community representatives, elected by the current APC. The terms are contained in the bylaws as follows:

Parent representatives will serve three-year terms, with a maximum of two consecutive terms.

Terms will be staggered to maintain continuity of the board.

Elected Term	Seat	End of Term
2016 Cheryl Siemers	A	2018
2016 Ben Hanson	B	2019
2017 RaeEllen Kurzendoerfer	C	2020
2018 Rinna Carson	A	2021
2019	B	2022
2020	C	2023

Staff representatives will serve three-year terms, with a maximum of two consecutive terms. Terms will be staggered to maintain continuity of the board.

Elected Term	Seat	End of Term
2016 Jan Darch	A	2018
2017 Joy Harper	B	2019
2017 Crista Cady	C	2020
2018 Nicole Shelden	A	2021
2019	B	2022
2020	C	2023

Should any seat not follow the stagger, the APC will adjust the term to maintain the staggered board representation.

The school administrator reports to the board during general meetings. The school administrator is a voting member only to break tie votes.

The current Academic Policy Committee members for the 2018-2019 school year are:

APC Chairperson/Parent representative: Ben Hanson

APC Vice-Chairperson/Community representative: Liz Burck

APC Secretary/Parent representative: Rinna Carson

APC Staff representative: Crista Cady

APC Staff representative: Nicole Shelden

APC Staff representative: Joy Harper

APC Parent representative: RaeEllen Kurzendoerfer

The APC bylaws require six meetings per year. Minutes from the 2017-2018 school year are included in this section.

APC Board Meeting Minutes

Board Meeting of Kaleidoscope APC

Date: August 21, 2017	Location: Kaleidoscope Library
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Attendance Log:

Board Members				Staff	
X	RaeEllen Kurzendoerfer	X	Dr. Mary Starrs-Armstrong	X	Robin Dahlman, Linda Hibberd
E	Ben Hanson	E	Liz Burck	X	Ryan Lundstrom, Stacy Tronnier, Katie Abraham, Cindy Hurst, Todd Boonstra, Rochelle Brenner
X	Cheryl Siemers			X	Kim Fields, Dawn Grimm, Lisa Atchley, Sara Boersma, Robyn Zinszer, Susan Cooksey
X	Crista Cady			X	Nicole Shelden, Kelli Stroh, Chris Schultz
X	Jan Darch			Guests	
X	Joy Harper			X	Suzie Metteer, Carolyn Vermette, Herbert Hudson, Jacquelyn Hudson, Bill Raften

Legend: X - present E - excused absence T - teleconference V - video conference

Topic	Information - Finds - conclusions - Recommendations
Call to order	Cheryl called the meeting to order at 4:04.
Introductions/Mission	Introductions made, mission statement read by Jan.
Approval of Agenda	RaeEllen motioned to approve, Joy seconded. Robin proposed moving introduction of new staff to item #6. Crista motioned to move staff intro and approve, Mary seconded. Unanimous approval.
Approval of Minutes	May 15, 2017 – Correction to terms of board members. Ben to follow up with Mr. O’Brien for attending another APC meeting. Jan motioned to amend the minutes, Cheryl seconded. Unanimous approval. Joy motioned to approve the amended minutes, RaeEllen seconded. Unanimous approval.
Public Comments	Susie Metteer is in favor of the new parking lot arrangement.
Introduction of staff	Chris Schultz is the new band teacher. Sonia Poage is our new .5 evening custodian. All staff is prepared and excited to welcome students. Introductions were made.
Board Reports	Confirmed Liz Burck as voting member unless absent, then Mary will vote. Jan shared the staff excitement for the new year.

	<p>RaeEllen appreciated Liz sharing her time in the role of community member and scientist for the social media recording on the solar eclipse.</p>
<p>Administrator Report Robin Dahlman</p>	<p>Robin shared clip from Facebook Live with Liz Burck pertaining to solar eclipse. It has been viewed over 2000 times.</p> <p>Budget – the state flat funded education (same rate as previous year). KSAS is preparing for future cuts. As shown on worksheet, FY18 budget is \$3,779,340; YTD activity is \$5,568; encumbered funds are \$34,586; remaining funds to be expended is \$3,286,245. Carryover from FY17 is \$304,723. We dipped in by \$47,000 as predicted. Any expenditure of \$5,000 or greater will get board approval as the charter states.</p> <p>One opening for non-instructional 2 hour aide is currently available. A parent will fill in until position is filled.</p> <p>Enrollment today is at 260. Total enrollment was to be 272 but Robin emailed the board this summer asking to not replace students until we drop below 260. Last year we started with 256, with goal of at least 252. Kinder currently has 20 each room, 1st / 2nd has 21 in 3 classes, 22 in 1; 3rd / 4th has 23 in 3 classes, 24 in 1; 5th has 22.</p> <p>Mr. Dusek’s recorded welcome message was played.</p> <p>Official release date for PEAKS assessment is tomorrow and it will go home Friday. School performance is at or above district level for this base line year.</p> <p>Create, Inspire and Connect was theme to begin our year.</p> <p>Kaleidoscope Facebook has a welcome post highlighting the receipt of a letter from a former student and the power Kaleidoscope played in her life and future plans.</p> <p>New parking lot arrangement in place, maps will be in classrooms tonight. Parking vehicles are separated from the moving traffic. Buses unload at the south end of the building. There are no longer curbs for the entryway as we are now ADA compliant.</p> <p>Childcare will typically be provided during the APC meetings.</p> <p>Back to school for parent meeting is tomorrow at 9:15 with a parent session followed by Volunteer Training.</p> <p>The Board is invited to join us August 30 for Music in the Park at 5:30.</p> <p>Cheryl asked for a Board volunteer to join the Volunteer Training tomorrow.</p>
<p>Discussion Item</p>	<p>Proposed meeting dates are presented. RaeEllen would like to move 10/16 due to Board training in Anchorage 10/14. Proposed meeting dates will be 9/18, 10/23, 11/13, 1/22, 2/19, 3/19, 4/16, and 5/7.</p> <p>Board training October 14 – Cheryl has a pending event, RaeEllen has jury duty.</p>
<p>Public Comment</p>	<p>None</p>
<p>Board Comment</p>	<p>Joy Harper agrees that it’s good to be back and start the new year.</p>

	Mary likes the theme of Create, Inspire, Connect. Crista looks forward to seeing returning students and welcoming new students. Cheryl informed the public that they are always welcome, including to work sessions. She asked Robin to go over PEAKS at the next meeting.
Adjournment	RaeEllen motioned to adjourn at 4:59, Mary seconded. Unanimous approval.
Executive Session	None

Board Meeting of Kaleidoscope APC

Date: September 18, 2017	Location: Kaleidoscope Library
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Attendance Log:

Board Members				Staff	
X	Liz Burck	X	Joy Harper	X	Robin Dahlman, Linda Hibberd
X	Crista Cady	X	Cheryl Siemers	X	Stacy Tronnier, Kelli Stroh, Susan Hawker
X	Jan Darch	X	RaeEllen Kurzendoerfer	X	Sara Boersma, Susan Cooksey
X	Ben Hanson	X	Dr. Mary Starrs-Armstrong		Guests
				X	Suzie Metteer

Legend: X - present E - excused absence T - teleconference V - video conference

Topic	Information - Finds - conclusions - Recommendations
Call to order	Ben called the meeting to order at 4:19. He announced that Mary Starrs-Armstrong has resigned from the Board effective today.
Introductions/Mission	Introductions made, mission statement read by Jan Darch.
Approval of Agenda	RaeEllen motioned to amend the agenda to discuss community representative position according to the by-laws, and add a place holder for Board comment after Board Report. Jan seconded. Unanimous approval to amend, unanimous vote to approve amended agenda.
Approval of Minutes	Liz motioned to approve the minutes, Cheryl seconded. Unanimous approval.
Public Comments	Kelli thanked Dr. Armstrong for the many years of service given to Kaleidoscope. Susan Hawker said comments and discussions at APC meetings seem awkward at times.

Board Reports	Board training is October 14 at AASB in Anchorage. RaeEllen and Cheryl are unable to attend. Robin will attend October 13 for administrator training.
Board Comments	<p>Mary appreciates the support of this school. Board members thanked Mary for her years of commitment to KSAS and hope she will still be involved.</p> <p>RaeEllen acknowledged the support that KSAS and community is providing to our student, Vail, who has a medical condition causing him to be out of state for now. There is a Zumbathon October 14 from 4:00-6:00 at the school. She is unable to attend Board training due to jury duty and her own job. RaeEllen officially recognized that Cheryl Siemers has the title of Dr. Siemers.</p> <p>Cheryl suggests that the Chair be the one to call for votes rather than spreading that to each member.</p>
Discussion of Nominating Committee	Reviewed bylaws and previous training suggestions. There is no opposition in replacing this position. Committee will consist of Jan, Liz and Ben. Other Interested parties are to email Ben. Robin shared a matrix that would list out the characteristics to look for. October meeting is the target date for selection. Nominating committee is to gather names, bring names of interested parties forward for vote. RaeEllen motioned to form a committee to select an individual to present to the Board October 23 as appointed community member for remainder of '17-'18 school year. Joy seconded. Unanimous vote.
Administrator Report Robin Dahlman	<p>Projected enrollment for FY19 is 260 total students (this is not fully binding). Discussion held on how student count affects budget and what the state funding will be. RaeEllen would like to be involved on a Budget Committee when formed.</p> <p>Budget Review sheet had been provided to Board.</p> <p>Strategic Planning Committee - Ten to 12 members will be max and may include parents, staff, and alumni students. Crista, Jan and Ben are interested. Staff wants a facilitated process. A consultant fee in the past has been approximately \$4000; Robin will gather names and fees.</p> <p>Charter Reapplication – Reviewed timeline given to the Board.</p> <p>Enrollment class sizes were shared with Board.</p> <p>PEAKS overview given and explained.</p> <p>District Budget Development meeting is October 17. Robin will work on that as part of her superintendent training. On the KPBSD website under finance, there is a budget development calendar. This format will be helpful to KSAS.</p> <p>Key Communicators Meeting is tomorrow, Robin will attend from 10:00-12:00. Parent Joscelyn O'Connor and Cheryl Siemers will attend.</p> <p>APC Fall Survey will be available online, on paper and on school computers. Liz proposes updating this survey. The Board will review and</p>

	<p>make suggestions, looking at this as a google doc. Responses needed by next week.</p> <p>School Events – Study trips this week to Wildlife Refuge, the Creek, the beach, and Exit Glacier. October 9-20 are End of Quarter Celebrations. Kinder Connection Potluck is next Tuesday. Senior district administration has been invited to attend.</p> <p>Ben asked for Board to approve proposed enrollment.</p>
Approval of APC Meeting Schedule (Action Item)	<p>Meeting dates proposed are October 23, November 13, January 22, February 19, March 19, April 16 and May 7. Board training is October 14. End of Year BBQ is May 18. Ben motioned to accept these dates, Jan seconded. Unanimous approval.</p>
Discussion Item	<p>Meeting goal of one hour suggested with Ben pushing it along. Administrator evaluation timeline reviewed. Robin’s preconference is with Mr. O’Brien on Monday. Cheryl motioned to suspend the rules to discuss this year’s administrator evaluation committee, Joy seconded. Unanimous approval.</p>
Administrator evaluation	<p>Sub-committee formed including Ben, Joy, Liz and Cheryl. Need to learn how the process now works involving the district. After meeting with the evaluator, have Mr. O’Brien attend to explain further. Ben motioned to form the committee to oversee this process, Jan seconded, unanimous approval. Ben suggested special meeting with whole Board to go into Executive session on September 28 at 4:15.</p>
Public Comment	None
Board Comment	None
Adjournment	Meeting adjourned at 6:35 p.m.

Board Meeting of Kaleidoscope APC

Date: September 28, 2017 Special Meeting	Location: Kaleidoscope Library
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Attendance Log:

Board Members				Staff	
X	Liz Burck	X	Joy Harper	X	Robin Dahlman
X	Crista Cady	X	Cheryl Siemers		
X	Jan Darch	X	RaeEllen Kurzendoerfer		
X	Ben Hanson				Guests
				X	Kelli Stroh

Legend: X - present E - excused absence T - teleconference V - video conference

Topic	Information - Finds - conclusions - Recommendations
Call to order	Ben called the meeting to order at 4:20.
Public Comments	Kelli Stroh enjoyed the video of kindergarteners on Facebook. Sara explained what the Kindergarten Connection night was all about.
Executive Session	Jan motioned to move to executive session regarding administrator evaluation and goals for this school year. Joy seconded. Unanimous approval.
Adjournment	Ben called meeting back to order at 5:47. Liz motioned to adjourn, Joy seconded. Unanimous approval.

Board Meeting of Kaleidoscope APC

Date: October 17, 2017	Location: Kaleidoscope Library
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Attendance Log:

Board Members				Staff	
X	Liz Burck	X	Joy Harper	X	Robin Dahlman, Linda Hibberd
X	Crista Cady	X	Cheryl Siemers	X	Kelli Stroh, Sara Boersma, Todd Boonstra
X	Jan Darch	X	RaeEllen Kurzendoerfer		Guests
X	Ben Hanson			X	Dan Castimore, Jane Fallon, Teresa Fallon, Martin Fallon, Lucia Carson, Rinna Carson,

Legend: X - present E - excused absence T - teleconference V - video conference

Topic	Information - Finds - conclusions - Recommendations
Call to order	Ben called the meeting to order at 4:18.
Introduction and Mission	Introductions made, Robin stated the mission.
Approval of Agenda	Ben motioned to approve the agenda, Joy seconded. Unanimous approval.
Approval of Minutes Sept. 18 Regular Sept. 28 Executive	Ben motioned to approve minutes for both meetings, Cheryl seconded. Unanimous approval.
Public Comments	Kelli Stroh introduced students Lucia and Teresa. Students shared with the Board what they've been learning by taking the Board into their classroom.
Principal Reports	<p>School goals will go live once shared tonight with the Board; they were shown on the Smartboard and explained.</p> <p>Budget report shared. Salaries and benefits have now been encumbered.</p> <p>Memorandum of Record was shared of recommending an increase to the speech and language pathologist by 18 contract days over this school year based on our student needs (29 currently).</p> <p>Enrollment is at 260. We are in the 20 day count which closes October 27. An explanation was given as to how this affects the budget.</p> <p>Semester 1 Action Dates – October 20 is FASD and trauma training for all staff. The Board was invited. Additional training is October 21 for those earning 1 credit. Schedule was shared of upcoming dates for staff.</p> <p>Budget work session dates were October 9, 12 and 16. Dates of school events and committees were shared.</p> <p>Recognized Mrs. Haywood and the incredible job she is doing filling in for Mrs. Hurst this quarter. Also thanked Mrs. Grimm, Mr. Schultz and Mrs. Crouse for their work stepping in for Mrs. Zinszer.</p>
Committee Reports	<p>Nomination Committee had no names to bring forward. Liz (chair), Jan and Ben sit on this committee.</p> <p>Charter Reapplication Committee – Robin (chair), Ben, Joy, and Crista are on the committee. According to timeline previously presented, Board involvement will begin in January.</p> <p>Strategic Planning Committee - Robin (chair), Crista, Jan, Joy, Ben, 2 other teachers, a third teacher that could participate plus 1 parent outside of the Board have expressed interest. All Board members will be kept in the loop. Work sessions will be open to all. Previous invoice and timeline was shared from AASB. AASB has March 2 and 3 penciled in; this needs to be completed by April. Cost will be approximately \$3000. Ben motioned to go with AASB to coordinate this planning on the timeline mentioned, RaeEllen seconded. Unanimous approval.</p>

	<p>Administrator Evaluation Committee consists of Joy, Liz, Cheryl, Ben (chair) – Ben, Robin and John O’Brien met and discussed the type B evaluation and how the KSAS process will interface with the district. Where the district type B administrator would take action, the APC will be involved. The survey process will be collected by district from the staff, Ben will meet with him and review, results will be brought to the Board, comments compiled and back to Mr. O’Brien. Ben confirmed with Dr. Ermold that no documentation other than the contract is retained by the district. That will be up to the APC. Mr. O’Brien may keep a copy of the evaluation. Dates to timeline will be added. Jan shared from the recent training that the Board should have goals set for the administrator in addition to district goals.</p> <p>Budget Committee – Ben, RaeEllen, and Dan Castimore are interested in sitting on this committee. Robin will send an email to staff and community to invite others and confirm at next meeting.</p>
Discussion Items	<p>Staff meetings and APC participation – staff meetings were each Monday unless there is an APC meeting, then moved to Thursday until mid October. Rather than weekly staff meetings, the staff is now organized into committees (Leadership Team, Professional Teaching and Learning Committee, and School Culture Committee) and meet accordingly. Staff reps suggest APC board members attend staff meetings occasionally.</p>
Presentations	<p>Ben paused the meeting at 5:31 to participate in the District Budget Meeting. Regular meeting reconvened at 6:48.</p>
Public Comment	<p>None</p>
Board Comment	<p>Ben will add a big title to the agenda to make it more noticeable when posted on the APC bulletin board.</p> <p>Jan would like the mission stated on the agenda. Ben will work getting all Board members engaged during the meetings rather than running the meeting as a round robin.</p> <p>RaeEllen noted that there are 4 new KPBSD Board members elected this Fall that were seated last night. All positions (Chair, Vice-Chair, Treasurer, and Clerk) are seated. Penny Vadla is the new Chair. As noted in previous minutes that there would be a later October APC meeting, this is the official meeting for the month of October and there is not one October 23.</p>
Notice of Next Meeting and Adjournment	<p>Next meeting is November 13th at 4:15. Emails will pin down a special meeting. Ben motioned to adjourn the meeting at 6:54. Unanimous approval.</p>

Board Meeting of Kaleidoscope APC

Date: Nov. 13, 2017	Location: Kaleidoscope Library
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Attendance Log:

Board Members				Staff	
X	Liz Burck	X	Joy Harper	X	Robin Dahlman, Linda Hibberd
X	Crista Cady	X	Cheryl Siemers (phone)	X	Susan Cooksey, Stacy Tronnier, Kim Fields, Sue Hawker, Cecilia Deatherage
X	Jan Darch (6:43)	X	RaeEllen Kurzendoerfer	Guests	
X	Ben Hanson				

Legend: X - present E - excused absence T - teleconference V - video conference

Topic	Information - Finds - conclusions - Recommendations
Call to order	Ben Hanson called the meeting to order at 4:21.
Introduction & Mission	Jan read mission statement. Introductions made.
Approval of Agenda	Crista motioned to approve agenda, Joy seconded. Unanimous approval.
Approval of Minutes - October 17, 2017	Crista corrected Ben's comment to having a big title on the agenda to post on the bulletin board, not a title to the board itself. Crista motioned to amend the minutes, Liz seconded. Unanimous approval. Approval unanimous to approve amended minutes.
Public Comments	Kim Fields expressed concerns on the admin evaluation process and the lack of consistency as spelled out in the charter. Our school does things differently than the district and how will this tie in with other items such as hiring the principal? She has concerns over the lack of accountability and follow through. It's important to get teacher input, with appropriate time given in advance, staying with our mission and philosophy.
Principal Report	Principal Report was provided through email prior to the meeting. <ol style="list-style-type: none"> a. Enrollment Update –enrollment is 258, lost one student today due to relocation. b. Budget Report – Liz would like sub expenses provided in January report. Our estimated budget is \$17,000 less than anticipated due to less than 10% rollover and no IN student. c. KSAS Organizational Report – The sign expense will come from equipment fund. Cheryl asked for update on leadership team review of reapplication. d. School Safety e. Budget Committee – budget needs to be to district by Dec. 15, not Dec. 1. f. School Survey g. Upcoming Events

	<p>Ben motioned to accept the Principal’s report, Jan seconded. Unanimous approval.</p>
<p>Committee Reports</p>	<ul style="list-style-type: none"> a. Nomination Committee – Ben had 2 names nominated but both declined. Liz is attempting to contact a person that RaeEllen nominated. Robin will include this in the weekly that is sent to families. b. Charter Reapplication Committee – On track to bring to the Board for their review. c. Strategic Planning Committee – Info session in early January is suggested. Robin will email possible dates. Committee has 9 members at this point. d. Admin Evaluation Committee
<p>Discussion</p>	<ul style="list-style-type: none"> a. Admin Evaluation decisions and scheduling – The Fall survey was not done last year but was revised for the spring with comment sections added to the survey. It is a legal requirement for the admin evaluations to be done by a Type B administrator to verify it was completed. Linda was recently tasked by central office with sending the district admin survey to all staff; this did not come from the APC and results are to be ignored if we are using the Spring 2017 form. Robin shared that the current standards are reflected in the district survey, not necessarily in the APC one but they are close. Deadline of surveys is December 1. There was concern about Ferpa, privacy, and the Type B administrator removing these specifics. Ben suggests he bring handwritten surveys to Mr. O’Brien for review, then a Board member type them up. Jan spoke on the 2 different surveys being discussed, suggests turning the Spring form into an electronic format and aligning it with the new principal standards. Robin is scheduled to meet with Mr. O’Brien on December 19. Motion by Jan to continue to use the APC evaluation form with date changed and not using the district form. Liz seconded. Crista amended the motion to clarify that the form will be considered being in an electronic format before the spring evaluation. Ben seconded. Unanimous approval of amendment. Six in favor of motion approval, 1 opposed (RaeEllen). Forms will be distributed Thursday, marking names off on a distribution sheet. Completed forms to be delivered in sealed envelope to Linda or Stacey to place in locked safe, or bring to Ben at 4:00 December 1st in the library. Timeline: Ben will gather surveys on December 1st, meet with Mr. O’Brien at a scheduled time to review raw surveys together, desensitize as needed, then bring that back to the Board. b. Staff meeting frequency and scope – Some feedback shows a lack of cohesion with the staff using this new format. Discussion was held with varying thoughts: committees are more efficient with staff having more accountability, full staff together can share, announce things, but much repeat information was required as approximately 1/3 of staff attended each week. Robin sends a weekly update to share what is happening with the different committee. Liz would like a follow up report every other APC meeting. c. Options for addressing speech staffing shortfall – In October Robin shared a

	<p>memorandum for increasing staffing to meet student needs; FTE increase verses extra contractual days. Increasing FTE pays days already worked up until now, then determine the FTE increase throughout the rest of the year where we would have to remain. We could hire outside district and pay that rate or pay the staff member additional days. HR gave 3 options. 1) From .6 to .8 FTE on existing employee set from this point on. 2) Hire outside help and handle challenges of space sharing, would maintain flexibility. 3) Hire an aide position, lesser wage and less of a long term (90 days to determine if permanent). The increase of .6 to .8 is the level of service needed now but will impact our budget.</p> <p>HR has concerns over adding additional contract hours for this position for the third year in a row. Robin read charter pertaining to how we service students (no exclusions). KSAS expends our resources to demonstrate that we can't meet their needs and therefore they need a different setting. Liz suggested holding a work session with the sped team in attendance; Robin will arrange it. The budget side of this and the student need side should be kept separate. RaeEllen proposes to allow Robin to make an administrative decision. The 4th option, Robin's recommendation, is to pay extra days through this first semester and then adjust staffing FTE as needed. The Board will defer to her, Liz requests hearing how she came to a decision.</p> <p>d. Staff and community communication with APC – The Board is for oversight, the second step in running the school. RaeEllen had collected an established flowchart from the district last year and will send it out again. Ben explained his concerns with having this laid out. Robin talked of a District Governance Committee that addresses staff concerns. Joy reminded that our Board is very fluid and having procedures in place would be helpful. Ben would like a policy or governance handbook in place. A work session is needed.</p>
Public Comment	<p>Susan Cooksey read a note from Susan Hawker regarding the administrator evaluation last year and how it was turned in in a sealed envelope to a locked box. Ben admits that maintaining secrecy / confidentiality is always a challenge.</p>

Board Comment	<p>Liz reminded of confidentiality concerning the admin survey.</p> <p>RaeEllen would like future meetings with such details to be divided into 2 meetings. Some items tonight could be in a work session and not in a Board meeting.</p> <p>Ben believes open communication is the most important part of this process and is trying to avoid people being uncomfortable in speaking on issues.</p> <p>Cheryl prefers 2 hour meetings as the Board works through things thoroughly. Set realistic times for the Board and the public.</p> <p>Joy asks if items could be postponed to a later date in order to not be long but discussed over 2 meetings.</p> <p>Ben agrees that the agenda can be shifted to separate meetings or to suspend a meeting to pick up at a later date. Principal Report should go out the Tuesday before the meeting, giving the Board until Thursday to make any changes to the agenda.</p> <p>Robin will email the survey results to the Board. She will let staff know the forms will be distributed on Thursday. She verified the Budget Committee members are Linda, Carol, Crista, Joy, RaeEllen and Liz. Budget Committee meeting is November 20 at 4:00, held to a one hour informational meeting. The District's PR person will be on site tomorrow to cover a school story. Robin formally welcomed back Mrs. Zinszer and Mrs. Hurst.</p>
Notice of next meeting and adjournment	<p>The next general meeting is January 22, 2017 at 4:15 but there will be work sessions or budget meetings before then.</p> <p>Ben motioned to adjourn at 7:45. Unanimous approval.</p>

Board Meeting of Kaleidoscope APC

Date: 12/18/2017	Location: Kaleidoscope Library
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Attendance Log:

Board Members				Staff	
E	Liz Burck	X	Joy Harper	X	Robin Dahlman, Linda Hibberd
X	Crista Cady	X	Cheryl Siemers		
X	Jan Darch	X	RaeEllen Kurzendoerfer	Guests	
X	Ben Hanson			X	Dan Castimore

Legend: X - present E - excused absence T - teleconference V - video conference

Topic	Information - Finds - conclusions - Recommendations
Call to order	Ben called the meeting to order at 4:15

Mission Statement / Introduction	Jan read the mission statement.
Approval of Agenda	Joy motioned to approve the agenda, RaeEllen seconded. Unanimous approval.
Public Comments	None
Discussion Items: FY19 KSAS Budget	<p>Ben updated the Board on the Budget Committee findings. He explained what was examined with salaries, subs, and supplies with all an average of 3 year spending.</p> <p>Enrollment was discussed for a budget base with a recommended enrollment of 268. This is considered to be achievable but not easy. We will lottery for 272 with a target of holding at 268.</p> <p>Using this funding base for 268, we wanted a \$50,000 budget remainder. With a negative \$2000 balance as currently staffed, the committee voted to a reduction of 1.0 FTE certified staff. This may be achieved by reducing the hours that affect a number of positions and those conversations will be happening. This should generate approximately \$50,000. If this spring brings more positive numbers, we can add time back but cannot cut it later. Kaleidoscope has 4 non-tenured staff members and they may be put into the non-tenured district pool to determine seniority and possible cuts. There was discussion on the involvement of the union, the district, the APC and the administrator with Mrs. Dahlman explaining by example how this could look.</p> <p>RaeEllen motioned to approve the FY19 preliminary budget as presented with enrollment of 268, lottery to 272 students and 1.0 FTE certified staff reduction. Jan seconded. Unanimous approval.</p>
Public Comment	Dan Castimore reported that the KPBSD school board met with the legislature. They are going to try to avoid the mess from last year. The governor's budget did not have school cuts on it. He believes there won't be a significant change to the budget but there will be increase to expenses with inflation.
Board Comment	<p>RaeEllen thanked the Budget Committee for their time and questions in clarifying statements. Ben agreed and liked how the committee came to agreement throughout their time together.</p> <p>Cheryl clarified that the Board helps with discussion and guidance in the 1.0 FTE reduction but Robin has the final say.</p> <p>Crista questioned holding a discussion at the same meeting that the action is taken.</p> <p>John O'Brien will meet with Robin for the Type B Administrator evaluation the first week of January. The APC Board comments need to be to him prior to that. There will be a special meeting December 21 at 5:30 in the conference room. RaeEllen may be unable to attend.</p>
Notice of next meeting / Adjournment	Next meeting is January 22, 2018 at 4:15 in the library. Ben motioned to adjourn at 5:21, unanimous approval. Robin added a thank you to the Board and to the staff for their dedication in these decisions and doing what's best for students.

Special Board Meeting of Kaleidoscope APC

Date: 12/21/17	Location: Kaleidoscope Library
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Attendance Log:

Board Members				Staff	
X	Liz Burck	X	Joy Harper		
X	Crista Cady	X	Cheryl Siemers		
X	Jan Darch		RaeEllen Kurzendoerfer	Guests	
X	Ben Hanson				

Legend: X - present E - excused absence T - teleconference V - video conference

Topic	Information - Finds - conclusions - Recommendations
Call to order	Cheryl called the meeting to order at 5:43 p.m.
Mission Statement / Unique Feature	Jan read the mission statement.
Executive Session for Admin Evaluation	Jan motioned to move to executive session at 5:44 p.m., Joy seconded. Unanimous approval.
Adjournment	Ben called the meeting back to order at 10:08 p.m. Setting two special meetings before the January 22 meeting was discussed. Ben motioned to adjourn at 10:09 p.m., unanimous approval.

Special Board Meeting of Kaleidoscope APC

Date: 1/16/18	Location: Kaleidoscope Library
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Attendance Log:

Board Members				Staff	
X	Liz Burck	X	Joy Harper		
X	Crista Cady	X	Cheryl Siemers		
X	Jan Darch	X	RaeEllen Kurzendoerfer	Guests	
X	Ben Hanson				

Legend: X - present E - excused absence T - teleconference V - video conference

Topic	Information - Finds - conclusions - Recommendations
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Call to order	Ben called the meeting to order at 4:26.
Mission Statement / Unique Feature	Ben read the mission statement.
Approve Agenda	Joy motioned to approve, Jan seconded. Unanimous approval. Type B Evaluation is being brought back which was executed last week and then finalizing thoughts and considerations in prep for January 22 meeting.
Executive Session for Mid-year Admin Evaluation	Ben spoke with Robin and offered to have this as a public meeting, she declined. Cheryl motioned to move to executive session at 4:29, Liz seconded. Unanimous approval.
Adjournment	Ben called the meeting back to order at 7:19 p.m. Ben motioned to adjourn, Joy seconded. Unanimous approval.

Board Meeting of Kaleidoscope APC

Date: Jan. 22, 2018	Location: Kaleidoscope Library
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Attendance Log:

Board Members				Staff	
X	Liz Burck	X	Joy Harper	X	Robin Dahlman
X	Crista Cady	X	Cheryl Siemers (phone)	X	Robyn Zinszer, Stacy Tronnier, Kim Fields, Kelli Stroh, Sara Boersma, Susan Cooksey, Susan Hawker, Cecilia Deatherage
X	Jan Darch	X	RaeEllen Kurzendoerfer	Guests	
X	Ben Hanson			X	Daniel Castimore, Jessica Wilshusen, Rinna Carson, Eileen Bryson, Sarah Castimore

Legend: X - present E - excused absence T - teleconference V - video conference

Topic	Information - Finds - Conclusions - Recommendations
Call to order	Ben called the meeting to order at 4:15.
Introduction & Mission	Ben read the mission statement. Introductions were made.
Approval of Agenda	Crista motioned to amend the agenda to include approving the minutes of November 13, December 18, December 21 and January 18 meetings. Cheryl seconded. Unanimous amendment approval. Crista motioned to approve the agenda as amended. Cheryl seconded. Unanimous approval.
Approval of Minutes - 11/13/17, 12/18/17, 12/21/17, 1/16/18	RaeEllen motioned to approve all minutes presented. Liz seconded. Unanimous approval.

<p>Public Comments</p>	<p>Kim Fields spoke on enrolling new students in January with one day notice to teachers. This was unexpected and very disruptive to the whole class. Ben reviewed the Budget Committee discussion on funding concerning this topic.</p> <p>Robyn Zinszer also got a new student, being notified the night before, and did not support this change. Robyn spoke on eliminating the librarian and intervention positions and feels strongly they should remain in place. Suggestions were offered on other money saving ideas.</p> <p>Debbie Boyle’s statement was read. She would like other options be discussed before cutting the librarian and intervention positions.</p> <p>Eileen Bryson supports maintaining the librarian and intervention positions.</p> <p>Kelli Stroh sat on the Budget Committee. She shared about the staff meeting to discuss the 1.0 reduction of certified staff. The meeting went beyond 6:00 with only the remaining staff making the final decision of reductions.</p> <p>Stacy Tronnier stayed to the end of the staff meeting to offer her vote on the 1.0 certified staff reduction.</p> <p>Rinna Carson spoke on having an Intensive Needs aide when the funding has stopped. Ben supported the reasoning behind keeping this position when considering the behavior issues within the school and admits this will need to be a continuing conversation.</p> <p>Dan Castimore reminds the Board that until funding is changed, every cut will hurt and everyone will do more work with less money. Cheryl responded that we are all in this together and to feel comfortable coming to the Board.</p>
<p>Principal Report</p>	<p>Principal Report was provided through email prior to the meeting.</p> <ul style="list-style-type: none"> e. Enrollment Update –enrollment is at 261. Three students may withdraw by the end of the month; no wait list for 3rd and 5th grades but we can replace the kinder if Board chooses to. Discussion was held as policy states positions are to be offered until the end of the school year. Liz verified that communicating student replacement as soon as possible needs to happen. This upcoming kinder position is left to Robin’s discretion. f. Budget Report FY18 – In kind and rent payments, additional contract days and long-term sub costs have been charged. Funds to be expended to reach full carry over is approximately \$107,000. Liz requests Robin inform the Board if an issue arises that will impact the budget as soon as it’s known rather than waiting for the next APC meeting. g. KSAS Organizational Report and School Highlights – School Leadership will present a draft of the reapplication at next APC meeting. Teaching and Professional Learning, staff led mini lessons for PD. School Culture-Volunteer Appreciation Luncheon February 15. Maria Allison and Linda Rosenthal will perform for students February 2 at 11:00. Kindergarten students will attend School Board meeting February 5 with a 5 minute presentation. h. Mid-Year Reflection i. Lottery and Class Configuration – Staff will discuss this February 9, 10:30-12:00.

	<p>j. Staffing Update – Mrs. Hawker’s leave of absence is approved along with Mr. Schultz’s resignation. Robin asked staff if they would like to move to a different position and will form a Selection Committee (includes Crista, Liz, Ben, RaeEllen).</p> <p>k. Upcoming Events – Strategic Planning Committee meeting to be set. School tours are Tuesdays in February at 9:30. RaeEllen requests the art work remain on display in the hallways after conferences. FASD training day 2 was Saturday with follow-up February 9 in afternoon.</p>
Committee Reports	No additional reports
Discussion	<p>a. Building Security – Locked Front Door during school day discussed</p> <p>b. Administrator Mid-Year Evaluation (EXECUTIVE SESSION) Receiving and confirming the type B administrator evaluation that was executed by John O’Brien. Ben reviewed the evaluation process to date.</p> <p>c. Administrator Contract (EXECUTIVE SESSION)</p> <p>Ben motioned to suspend the rules to move public and board comments before the executive session. Crista seconded. Unanimous approval.</p>
Public Comment	<p>Susan Hawker will be taking a leave of absence next year. She shared the importance of special education at Kaleidoscope using direct instruction.</p> <p>Dan Castimore – the KPBSD Board has contract negotiations beginning in February. Tenured contracts should be offered at their February 5 meeting. Non-tenured contracts will be on hold for now. ABC has applied to become a high school. Legislation is expected from Juneau to increase the BSA by \$100. No budget proposal from the borough has been received yet. RaeEllen asked about standing of the charter exploratory middle school; they are interested in locating at Skyview.</p>
Board Comment	<p>Cheryl wants the Board to continually respond to public comments that would recognize that comments are being heard. Liz verified that Robert’s Rules state public comments are heard but the Board does not respond at that time. The bylaws may need to be modified to allow for this.</p> <p>RaeEllen spoke about the feedback received tonight. She knows how hard the budget committee worked exploring all options, opening the meetings to the public yet somehow there was a missing link.</p> <p>Joy thanked Susan Hawker for her 10 years of service.</p> <p>Ben motioned to move to executive session at 6:31 to discuss Administrator Mid-Year Evaluation (Robin will be present for this item), followed by Administrator Contract. Cheryl seconded. Unanimous approval.</p>
Notice of next meeting and adjournment	<p>Ben called the meeting back to order at 9:06.</p> <p>Crista motioned that the APC Board accept the Administrator Mid-Year Evaluation as presented by John O’Brien, Jan seconded. Unanimous approval.</p> <p>Cheryl motioned to extend Robin Dahlman a contract as administrator for 2018-2019. Joy seconded. Unanimous approval.</p>

	The next general meeting is February 19, 2018 at 4:15. Ben motioned to adjourn at 9:09. Crista seconded. Unanimous approval.
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Board Meeting of Kaleidoscope APC

Date: Feb. 19, 2018	Location: Kaleidoscope Library
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Attendance Log:

Board Members				Staff	
X	Liz Burck	X	Joy Harper	X	Robin Dahlman (left meeting at 6:10)
X	Crista Cady	X	Cheryl Siemers (phone)	X	Cecilia Deatherage, Kelli Stroh, Susan Hawker
X	Jan Darch	X	RaeEllen Kurzendoerfer	Guests	
X	Ben Hanson				

Legend: X - present E - excused absence T - teleconference V - video conference

Topic	Information - Finds - Conclusions - Recommendations
Call to order	Ben called the meeting to order at 4:17.
Introduction & Mission	Joy read the mission statement. Introductions were made.
Approval of Agenda	Jan motioned to approve the agenda. Cheryl seconded. Unanimous approval.
Approval of Minutes - January 22	January 22 minutes were not available to approve at this time.
Public Comments	Kelli appreciates the After School Clubs.
Principal Report	<p>Principal Report was provided through email prior to the meeting.</p> <ul style="list-style-type: none"> l. Enrollment Update – enrollment is 260 with 3 students soon withdrawing who will not be replaced this year. m. Budget Report FY18 and Funding Update - \$83,317 to be expended to carry over 10% of expenditures. Upcoming sub days are not pre-encumbered (\$90-\$120 per sub, per day). Jocelyn O’Connor, a KSAS parent, is drafting a letter on how to take action to share your voice with the State and the Borough. n. KSAS Organizational Report and School Highlights – Robin thanked the Board for their donated time and presented them with a student made gift and card. Marked sections in the charter will be reviewed this week for the reapplication process to update as needed. Teaching and Professional Learning team is working on a 2 week visit with Shala Dobson. School Culture worked on Volunteer Luncheon. School highlights: Lions Club was here today, band students shared instruments with younger grades, National Geography Bee, 3-5 graders will participate in School Climate Survey from district, March 1st is Science Night with each grade level performing or displaying work.

	<p>o. Lottery and Class Configuration - Configurations A and B were discussed. Configuration A was staff choice of 2 Kinder classes of 20, 4 1st and 2nd grade classes of 22, 4 3rd and 4th grade classes of 24, 2 5th grade classes of 25. New applications for lottery: K = 45, 1st = 8, 2nd = 5, 3rd = 2, 4th = 3, and 5th = 3. Wait lists numbers rolling forward: 1st = 20, 2nd = 6, 3rd = 13, 4th = 0, 5th = 5. Positions to be offered: K = 40, 1st = 4, 2nd = 0, 3rd = 6, 4th = 3, 5th = 4. Students must be 5 before September 1 to start kindergarten. September birthdays can be tested unless the district makes a change to this. No print or radio ads were run, was advertised in newsletters and on Facebook, Crista will submit a PSA on public radio, will try using Facebook Boost for approx. \$20, will develop a video with children, and explore a banner. New Parent meeting on February 26 was changed to March 5 at 6:00 p.m.</p> <p>p. Upcoming Events listed on Principal's Report</p>
Committee Reports	<p>a. Strategic Planning Committee – Timi Tollis (facilitator) will be here March 2, 4:00-6:30 and March 3, 9:00-4:00. Timi has been provided with survey results and results of round table discussion. Survey results will be sent to committee before March 2.</p> <p>b. Charter Reapplication Committee – Committee will meet February 21. Joint meeting with APC and Committee will be March 5 at 4:00. The Reapplication needs to be approved at August APC meeting.</p>
Discussion	<p>a. APC elections – seat A parent (Cheryl) and seat A staff (Jan) are open, 3 year term from 2018-2021. Nominations or call-for-bios go out in February and are due by March 8 to the office or emailed to Linda (changed from Ben). A notice will be in Friday folders, biographies and pictures with ballot will be mailed after spring break. Jan will email the staff for interest in sitting on the board.</p> <p>b. KPBSD Tech Plan Expenditure over \$5,000 (ACTION ITEM) – Student laptops will cost \$15,017.08 from equipment fund. Robin will ask Sam about replacing SmartBoards or projectors.</p> <p>Crista motioned to approve the expenditure of \$15,017.08 for 26 student laptops. Jan seconded. Unanimous approval.</p> <p>c. SPED Update – No current IN students. Robin reminded Board of funding formula used that covers all students serviced. Ben requests from Robin the percentage breakdown of staff specifically related to Sped. RaeEllen will see if this is a violation of FERPA.</p> <p>d. Encouraging Volunteerism at KSAS – Ben suggests a list of volunteer tasks along with a volunteer board in commons area.</p>
Public Comment	<p>Cecilia explained that she sees her students for different time frames (minutes) throughout the week so student numbers alone won't show the full picture. Concerned over how best to spend our money considering the current needs at Kaleidoscope, and can't recommend the school for her grandchildren in its current situation. Recommends pulling the 20% Sped funding out of our budget and letting central office take care of the needs.</p>
Board Comment	<p>RaeEllen stated that the Sped position at KSAS is posted. As a parent, she appreciates: instruments being made at different levels in the school, the use of the email of RaeKurz@aol.com, better picture quality in classroom newsletters. She believes the emailed principal's report can be questioned through email prior to the</p>

	<p>meeting rather than including everything on the agenda for discussion. Her main concern is the discussion on Sped numbers.</p> <p>Liz spoke on how the budget is affected by sped needs and discussion has to happen to keep KSAS operating in the black.</p> <p>Jan agrees sped a “minutes” discussion rather than a student count served.</p> <p>Cheryl was impressed by Parent / Teacher Conferences.</p> <p>Ben understands Cecilia’s comment. How do we maintain a valid budget while meeting the needs of as many students as we can while maintaining the charter as written? He spoke on the sped budget funding.</p>
Notice of next meeting and adjournment	<p>Work session is March 5. Next general meeting is March 19 at 4:15 in the library.</p> <p>Ben motioned to adjourn at 6:47. Unanimous approval.</p>

Board Meeting of Kaleidoscope APC

Date: March 19, 2018	Location: Kaleidoscope Library
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Attendance Log:

Board Members				Staff	
X	Liz Burck	X	Joy Harper	X	Robin Dahlman
X	Crista Cady	X	Cheryl Siemers	X	Cecilia Deatherage, Dawn Grimm, Sara Boersma
X	Jan Darch	X	RaeEllen Kurzendoerfer	Guests	
X	Ben Hanson			X	Rinna Carson

Legend: X - present E - excused absence T - teleconference V - video conference

Topic	Information - Finds - Conclusions - Recommendations
Call to order	Ben called the meeting to order at 4:20.
Introduction & Mission	Joy read the mission statement. Introductions were made.
Approval of Agenda	Crista motioned to approve the agenda. RaeEllen seconded. Unanimous approval.
Approval of Minutes - Jan. 22, Feb. 19, 2018	Ben motioned to approve minutes for January 22 and February 19 regular meetings. Joy seconded. Unanimous approval.
Public Comments	None
Principal Report	<p>Principal’s Report was provided through email prior to the meeting.</p> <p>q. Enrollment Update – 257 current enrollment. The newest openings will be filled in the Fall.</p> <p>r. Lottery outcome – Held March 7. All positions were offered by March 9. Kinder: 40 filled with 17 wait list. 1st grade: 3 filled (holding on 1) with 31</p>

	<p>on wait list. 2nd grade: no change. 3rd grade: 5 out of 7 filled with 9 on wait list. 4th grade: no change. 5th grade: 4 filled with 1 on wait list.</p> <ul style="list-style-type: none"> s. Staffing update –It is recommended to close posting for sped position to begin interviews. Participants for interview committee are Crista, RaeEllen, and Ben. Robin has submitted her resignation to pursue a professional opportunity and thanked the Board for their support. Theo Lexmond will not be returning as our school psychologist. The district will contract for this position. Ben suggests meeting as a group on whether we need to draw on outside resources, and what the conversation will look like for incoming sped staff. t. Budget Report and Funding Update – The average sub cost is set for FY19 but it was not budgeted as an average for this year. Robin expects to stay below \$50,000. Further discussion held including rollover explanation. Average cost of a sub is \$100 per day. Discussed PTR for the district as well as at KSAS. u. KSAS Organizational Report and School Highlights – Robin will meet with each class to speak on safety and on Thursday there will be an announced mock intruder drill. Charter Reapplication committee has met, Science Night was held for all grade levels, Strategic Planning Committee will submit 1st draft, Planning and Collaboration Day and New Parent Information meetings held, 5th graders celebrated D.A.R.E. graduation, Highly Effective Teaching Principles at inservice March 9. This week will be an assembly on procedural areas, report cards go home Friday. v. Upcoming Events listed on Principal’s Report -Kinder visits and registration April 9-13, Shala Dobson here for 2 weeks, April 10 is art night for families and April 19 is school wide celebration at 3:00, 5th graders visit KMS the week of April 23.
Committee Reports	<ul style="list-style-type: none"> c. Charter Reapplication Committee – Robin will work with Jan on dates for this committee to meet. Robin asks the Board to vote on changes in May. Bylaw changes require 2 meetings (discuss then vote). Work session is set for April 9 at 4:15. Charter Reapplication goes first to KPBSD Charter Oversight Committee in September/October, then the KPBSD Board in November, voted on in December, then the State at their January or March meeting.
Discussion	<ul style="list-style-type: none"> e. APC elections – Robin has previously drafted the parent rep. ballot for review. All mailing supplies are ready to go. Questioned if 2 days was enough time for staff to apply for APC position and the Board agreed to extend staff deadline to March 26. Robin will send notice to parents tonight allowing one additional week for their bios as well. Ballot mailing will be assembled March 28; Ben will check on Borough option for stuffing envelopes. New Board members will be announced at a special April meeting. f. Review of Strategic Plan 1st Draft – Questioned if this is now in the hands of the Board or if the committee is still working on this draft. Deadline for submission is before finalizing the Reapplication in May. Kelli Stroh explained that the Strategic Planning Committee needs to continue working on this before the Board approves; Robin will email members to meet March 26 at 4:00, including draft in Word format. g. KSAS Administrator Recruitment – Sample descriptions had been distributed. Board will get Robin’s feedback and asked for all Board members to circulate suggestions by email by Thursday at 9:00 p.m. for Ben to compile by Friday at

	<p>noon. This hiring is a month behind in recruitment. A diverse group will screen applications, the Board will interview and make final selection. The Board handles the selection process while the district is the executor of the hiring. John O'Brien or Christine Ermold will be involved in the interviews. Posting will be up a minimum of 5 days. Robin will link 12 Unique Features to our webpage for all interested candidates.</p> <p>Liz motioned to formally accept Robin Dahlman's emailed letter of resignation. Cheryl seconded. Vote is 6 ayes, 1 nay by Crista Cady.</p>
Public Comment	<p>Dawn read a statement on behalf of Rinna Carson – in searching for new staff members, APC should review charter and strategic plan. Dawn cautioned when reopening the timeframe to the public to run for a Board seat, review bylaws as she feels enough time was given, even though there is a sole applicant for the position. Discussion held by the Board, recognizing written policy is necessary and could be in Board handbook format. Parent representative timeframe will not re-open.</p> <p>Kelli Stroh asked if there is a location where the public can access all minutes of prior years and recommends good practice of record keeping. Ben will come up with filing structure of all APC documentation and ask Diane about the thumb drive with that data on it. Kelli commented interviewing Robin via Skype and that the library was filled with the public.</p>
Board Comment	<p>Jan reminded the Board there is to be a Spring administrator evaluation. Cheryl will distribute staff surveys this Thursday at the staff meeting. Ben will call John O'Brien to get a date on his calendar; Robin's last contracted day is June 6.</p> <p>Cheryl voiced concern on 2 current but outgoing Board members being involved in 90% of the hiring process for the new admin but 2 new members possibly being seated by the time of hire. The Board could begin gathering documents to compile a Board handbook in the near future. Cheryl suggests setting Board goals.</p> <p>RaeEllen spoke on the APC sponsored End-of-Year Barbecue on May 18.</p> <p>Liz thanked Ben for his report that followed up on the sped discussion at last meeting.</p> <p>Crista looks forward to 4th quarter.</p>
Notice of next meeting and adjournment	<p>Next general meeting is April 16 at 4:15 in the library.</p> <p>Ben called for vote to adjourn at 6:33. Unanimous approval.</p>

Board Meeting of Kaleidoscope APC

Date: April 16, 2018	Location: Kaleidoscope Library
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Attendance Log:

Board Members			Staff		
X	Liz Burck	X	Joy Harper	X	Robin Dahlman, Linda Hibberd

X	Crista Cady (left 5:47)	X	Cheryl Siemers	X	Nicole Sheldon, Kelli Stroh, Stacy Tronnier, Sara Boersma, Lisa Atchley, Dawn Grimm,
X	Jan Darch		RaeEllen Kurzendoerfer	Guests	
X	Ben Hanson			X	Christine Ermold, Sarah Castimore, Rinna Carson, Heather Floyd, Jessica Wilshusen

Legend: X - present E - excused absence T - teleconference V - video conference

Topic	Information - Finds - conclusions - Recommendations
Call to order	Ben called the meeting to order at 4:18.
Mission Statement / Unique Feature	Jan read the mission statement. Introductions were made.
Approval of Agenda	Ben motioned to amend the agenda placing item 8c to above item 7. Jan seconded. Unanimous approval. Crista motioned to approve the agenda as amended. Joy seconded. Unanimous approval.
Approval of Minutes	Jan motioned to approve the minutes from March 19, 2018. Liz seconded. Unanimous approval. Ben shared that Linda asked for special meetings to be advertised in additional ways.
Public Comments	Stacy Tronnier appreciates having artist Shala Dobson at the school. Kelli Stroh has enjoyed the After School Clubs.
Administrator Report Robin Dahlman	<ul style="list-style-type: none"> a. Enrollment – 257 b. Budget report - \$40,000 to expend to carry over full 10%. Robin estimates above 8% carrying forward. Sub account as of April 13 was \$45,101.74. Daily costs are: <ul style="list-style-type: none"> Certified 8 hours x \$17.50 = \$140.00 + benefits = \$150.71 Non-Certified 8 hours x \$15.00 = \$120.00 + benefits = \$129.18 Temp aide sub is hired to finish out the year for 6.5 hours a day. Staffing and FTE related to SPED for certified is 19.10 with 1.85 FTE sped certified (9.68% certified staff is sped certified). Support staff is 8.32 FTE total with .88 FTE sped support (10.57% total staffing of classified staff). There are 35 staff members, 4 are Sped (equivalent to 8.75% of staff). Other requested items were clarified by Ben and Robin will provide info by the end of the week. c. Funding update-State and Borough. Proposed budget put forward with flat funding from state and max funding from the borough. d. Staffing update – Hiring committee has offered Special Education Teacher position to Melissa Kremel. There was a reduction of 1.0 FTE as Susan Cooksey received a notice from district that she will not yet be provided a contract. Cecilia Deatherage, speech pathologist, will be relocating to Seward. Replacement staff for speech will be assigned by Clayton Holland. A temporary support staff position began today to support the safety of children. e. KSAS organization report and highlights – State testing, Strategic Planning Committee continues to meet, early release notes provided, Artist in

	<p>Residence has been here for 2 weeks, Kinder visitation was successful and new students for next year have enrolled.</p> <p>f. Upcoming events – Formally thanked all staff for the after school activities. Reminded the public that we have a google calendar on our website with all activities listed. This Thursday from 3:00-3:30 is Art Reception. April 26 is kinder concert at 5:30, April 27 After Testing Fun Night. Band concert and 5th grade performance coming up.</p>
Committee Reports	<p>a. Charter Reapplication Committee – APC met last Thursday to review bylaws and spoke to what the teachers are reviewing. Robin is in process of gathering details from district and filling in this new format. Will be ready for review to the APC at the August meeting. The Board will list out the Board seat terms for 10 years. Robin will offer a draft to the APC May 7.</p> <p>b. Strategic Planning Committee – Format is merging the old one with one provided by Timi Tullis. The vision was condensed, the Beliefs was limited to beliefs rather than actions and practices. They are reviewing the 12 unique features. Draft form will be presented to the May meeting.</p>
Discussion Items	<p>a. Admin Evaluation– All returned inputs will be typed by Liz with target date in the week of April 30. Robin is on contract until June 5.</p> <p>b. Overview of KPBSD admin hiring by Dr. Ermold – Provided outline of the process and keeping KSAS within the law. Process is: 1) Dr. Ermold will look through resumes to verify candidates have required licenses or are eligible to obtain one. 2) She will look at confidential references. 3) One person is designated to ask all questions. 4) She will attend interviews. Three HR required confidential references for complete packet are not seen by committee as they are not credentialed but Dr. Ermold will listen to our process, will acknowledge if an issue came up in references to confirm or redirect, sharing if there is something that may be a critical decision making issue. The district will provide copies of cover letters, resumes, and other requested documents. Position will close April 20, questions to her by April 25, approval by April 26, then a day and a half to vet the candidates. If needed, IT will visit facility to make sure everything is in place for interviews. The APC to decide who will welcome the public, remind public to turn off phones, who will ask questions. They will send email tonight for interested participants, meet in executive session April 20 at 8:00 a.m. to form committee (RaeEllen and Cheryl are unavailable), close position April 20, Ben will pick up candidate information for review April 23, circulate the interview questions by email by April 23, and be approved by April 25.</p> <p>c. Administrator Recruitment Selection Committee – Discussed how the previous selection committee had been formed. Interviews will have one person asking the questions and it will be open to the public. The goal is to complete hiring by May 2 with the current Board. Committee needs to be formed this week, candidates scheduled for interviews with time to get to town or arrange for skype. The feedback form due April 18 will be considered in putting together the list of questions. The committee will look at candidates and make selections to interview (3 to 5), develop list of questions, hold the interviews Saturday, April 28, review of interview content. It is typical to allow 15 minutes for reviewing questions and interviews 30-40 minutes with candidates monitoring their own time. Pool has 12-24 applicants who have not yet been vetted.</p>

	<p>Motion-Crista motioned to hold all interviews for candidates Saturday, April 28 2018. Public to provide feedback should attend all interviews. Joy seconded. Unanimous approval.</p> <p>Ben and Robin will circulate an email for interest to sit on the committee. It's suggested they be at KSAS next year, have history with KSAS; committee will consist of the APC, 2 staff members with 1 being founding member, 2 at large. Interviewees names are not public until day of interview. Jan may not be available April 28. Charter was read on the APC having the responsibility of hiring the admin but Ben wants a committee to provide a selection to the APC.</p> <p>Motion-Ben motioned to establish the makeup of the selection committee to consist of APC, 2 members of the Kaleidoscope community with preference to parents or guardians of students, 2 additional staff members, including support staff, with preference to founding members. We will notify to the public and staff this evening with deadline to reply as Wednesday, April 18 by 5:00 p.m. but all who attend all interviews will be able to offer feedback. Note there is a huge commitment April 28. Joy seconded. Unanimous approval. Crista offered her support before leaving meeting.</p> <p>d. APC Elections – Parent rep ballots were due by 5:00 today. Robin will call to get date for results. Returned staff representative ballots will be given to Ben tonight. The new board members will be told in advance and seated at the May 7 meeting. APC notebooks will be collected from outgoing members and given to new members.</p> <p>May 18 is the APC Barbecue and we will ask to borrow the Borough grill. The Board will email to assign all aspects of the Barbecue. Jan will email this “to do” list out.</p>
Public Comment	Rinna thanked the Board for exerting much effort in getting the general public involved in the processes.
Board Comment	Cheryl knows the date selection for interviewing is hard. Ben knows there is a lot to do and asks for input if someone sees something that won't work.
Adjournment	Ben adjourned the meeting at 6:55. Unanimous approval.

Board Special Meeting of Kaleidoscope APC

Date: April 20, 2018	Location: Kaleidoscope Library
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Attendance Log:

Board Members				Staff	
X	Liz Burck	X	Joy Harper		
X	Crista Cady (phone in)		Cheryl Siemers		

X	Jan Darch	RaeEllen Kurzendoerfer	Guests	
X	Ben Hanson			

Legend: X - present E - excused absence T - teleconference V - video conference

Topic	Information - Finds - conclusions - Recommendations
Call to order	Ben called the meeting to order at 8:04 a.m.
Mission Statement / Unique Feature	Jan read the mission statement. Introductions were made.
Approval of Agenda	
Approval of Minutes	None
Public Comments	None
Discussion Item	Ben motioned to move to executive session to discuss the Admin Hiring Selection Committee at 8:05. Jan seconded. Unanimous approval.
Executive Session	Discussion on putting together the Admin Hiring Selection Committee. Adjourn executive session at 8:40 a.m.
Discussion Item	Ben motioned the Selection Committee be comprised of the APC (without Jan as she will be out of town), 2 parent reps, Wendy Gruber and Rinna Carson, and staff members Debbie Boyle, with Nicole Shelden being the founding member. Original decision is altered to include Robyn Zinszer, additional staff member to essentially fill Jan's spot. Jan seconded. Unanimous approval.
Adjournment	Ben adjourned the meeting at 8:43 a.m. Unanimous approval.

Board Special Meeting of Kaleidoscope APC

Date: May 7, 2018	Location: Kaleidoscope Library
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Attendance Log:

Board Members				Staff	
X	Liz Burck	X	Joy Harper	X	Robin Dahlman, Linda Hibberd
E	Crista Cady	X	Cheryl Siemers	X	Nicole Shelden, Dawn Grimm, Sara Boersma, Kelli Stroh
E	Jan Darch	X	RaeEllen Kurzendoerfer	Guests	
X	Ben Hanson			X	Rinna Carson, Suzie Metteer

Legend: X - present E - excused absence T - teleconference V - video conference

Topic	Information - Finds - conclusions - Recommendations
Call to order	Ben called the meeting to order at 4:19.

Mission Statement / Unique Feature	Joy read the mission statement. Introductions were made.
Approval of Agenda	Ben motioned to amend the agenda to include approval of March 26 minutes. Cheryl seconded. Unanimous approval. Joy motioned to approve the amended agenda. RaeEllen seconded. Unanimous approval.
Approval of Minutes	Liz motioned to approve the minutes for March 26, April 16, and April 20. Joy seconded. Unanimous approval.
Public Comments	Kelli Stroh shared about the study trips and activities happening to wrap up the year. PTA approved support with the 3 rd / 4 th grade social action of garbage cans for the Nature Trail. Next year Elaine Larson and Laurie Cowgill will design our school schedule. Dawn Grimm thanked the APC for the time they put in on this Board. Ben read from comment box the suggestion of “Cool Math on Discovery Friday”.
Administrator Report	<ul style="list-style-type: none"> a. Enrollment Update - 257 b. Budget Report – \$34,913 to expend by June for 10% carryover. The support employee on the Admin Hiring Selection Committee will be paid overtime for her hours worked and that is not yet reflected. Mrs. Dahlman requests 3 additional contract days for Mrs. Grimm to transition to the administrator position (APC suggests up to 5 days), 2 additional teachers join in the district leadership days, 4 teachers traveling in June for professional development request meal reimbursement of \$1652 total cost. Liz questioned professional development grants for staff traveling in June; they are not available. Sub account is \$52,062 as of May 4. Discussion was held to explain the large difference between beginning and current balance for sub accounts. Liz requests to meet before last work day in June to look at final numbers. Linda will email detailed budget spreadsheet without the salary and benefits included to the APC. Funding Update – State and Borough committed to flat funding for FY19. c. Staffing Update – One teaching position open with 2 applicants to date. Hiring committee needs one parent rep to participate. The .25 FTE band position is still open with suggestions given if this doesn’t fill. Cost of staff dedicated to sped are \$324,589. Mrs. Dahlman is unable to share the percentage of time she spends with sped issues due to privacy laws. The school psychologist position will be assigned by district in the fall. Cynthia Detrow will be our speech pathologist. These may be shared positions. d. KSAS Organizational Report and School Highlights - The higher than expected master schedule expense of \$1500 will go to the staff for feedback. Discussion was held on if this is a necessary expense. Free or low cost mediation services was suggested by RaeEllen. e. Upcoming Events –Mrs. Dahlman will ask Borough Maintenance to deliver the grill for the Barbecue. Food has been ordered, plates and other items will be set up. September 8 is tentative APC training shared with Montessori

	and Fireweed Academy. A contract can be put in place now for a 1 or 2 day training, to be determined by APC through email.
Committee Reports	<ul style="list-style-type: none"> a. Charter Reapplication Draft Submission – Committee took apart every piece of current charter to put it in correct location of new model, making sure items aren’t duplicated. Mrs. Dahlman described the major changes made to this more streamlined document. Mrs. Dahlman will email this to the Board by next Friday, May 18. Any bylaw changes will need to be included. b. Strategic Planning Committee – The next committee meeting is the 9th. c. Admin Evaluation Committee – Liz compiled evaluation documents, and an executive session is needed to review them. This will be with the old and new Board members.
Discussion Item	<ul style="list-style-type: none"> a. Seating of new APC members – Mrs. Dahlman thanked Dr. Siemers (2 years) and Mrs. Darch (4 years) for their service on the Board. They were presented with hanging flower baskets. New Board members are Nicole Shelden (staff rep. seat A), and Rinna Carson (parent rep. seat A). b. APC Officer Elections – Nominations and votes held. Officers are: Ben Hansen Chairperson, Liz Burck Vice-Chairperson, and Rinna Carson Secretary. Nicole asked about teachers reporting on grade level activity and committees at future meetings. Cheryl suggested reports be sent to the Board, similar to the Principal’s report, before each meeting. c. End of Year Planning – Barbecue details discussed. Tables will be set up outside. APC is to wear nametags and will hand out food. Desserts and sides will be on tables and will come from families.
Public Comment	None
Board Comment	<p>RaeEllen would like the Board Handbook to be put together in the Fall and suggestions were given on what to include. She requests holding another Special Education round table with Clayton Holland attending. RaeEllen presented Mrs. Dahlman with a plant for her time at Kaleidoscope.</p> <p>Ben has started a handbook outline, with schedule detail of standard practices, records and forms, and procedures. His plan is to begin the school year with working outline and getting the base of the document completed midyear.</p>
Adjournment	<p>Ben motioned to adjourn at 6:03 p.m. Unanimous approval.</p> <p>Next meeting is August 20, 2018, 4:00 in the library.</p>

Survey

PARENT SURVEY RESPONSES -- SPIRNG 2018 - 46 responses

Question 1: Why is Kaleidoscope your school of choice?

- progressive, cater to students who want to learn go above and beyond, recess, a vital part of learning
- its focus on A and S
- vision/philosophy ; hands on learning, science, arts movement, dance, lifeskills
- b/c it has a range of things they teach such as PE; fitness and fun
- b/c i believe my daughter will get the best ed. there
- heard it was a good charter school
- it meets the needs of the WHOLE child and our community schools do not.
- i love the family atmosphere, students are offered much more academically and emotionally. social skills are taught.
- the mission draws me in. support of the whole child the nurturing community quality staff
- location
- the Blue Ribbon Award, Focus on A and S, the positive upbeat and happy greetings in the morning and the effort of staff to create a positive learning experience.
- Arts and science, integration, discipline and guidance philosophy
- neighborhood school, good reviews
- KS allows children to be themselves. They do not force them into a box. I love, love, love all the arts involved in everything.
- It used to have a reputation as a top notch school that took a holistic approach with their students and incorporated a lot of science with art. However, in recent years we've found that perception to be inaccurate. We've found KSAS as a school who caters to the low end student, and tries to placate the high end student without addressing their academic needs. While each of my students had a different day to day experience with this, overall we found the underlying issue to be an inability and to an extent an unwillingness to meet their academic need for various reasons (among some of the more ridiculous; it'd make other students in the classroom feel bad/it'd be unfair to other students). While we did find that there was an immersive experience in science subjects, we found that it was often at the expense of other subjects, particularly math and social studies/geography. While math is it's own class we found the curriculum particularly lacking and the structure in which it was taught uncompromising in allowing students to be placed according to their need and skill level. Social studies and geography always seemed like an afterthought to any unit study and as a result my students left with a significant gap in their general knowledge in anything social studies/history/geography related. We've also found that their science general knowledge is lacking. They may know about topics in their

unit studies, however, it's been our experience the depth of their knowledge is fairly comparable to students from other schools. While I'm not sure what to think about depth vs. width of their science knowledge, my general perception at this time is that the unit studies and immersive experience didn't necessarily provide a deeper understanding of the subject. When they were exposed to a 'width' based science program (lots of different subjects by sacrificing some depth) they were given a vocabulary and general knowledge to question and make connections in science they simply didn't have the exposure to at KSAS.

- It isn't
- Consistency of school-wide values across grade levels. KSAS is a positive learning environment.
- More hands on, learning throughout all areas about our world
- Kaleidoscope is our school of choice because it offers many areas (academics, arts, science, movement, etc) that our kids can learn from. We feel that is a well-balanced approach to the education of children while respecting and honoring developmentally appropriate expectations for them.
- In addition to knowing many families who had wonderful experiences at KSAS, we were very much drawn to the curriculum's focus on arts and science. We also really like the schools' commitment to raising thoughtful and compassionate individuals through the lifelong guidelines.
- We believe in the mission of the school and would like to see it continue w/o being compromised by outside influences (trying to be like other schools in the district, pressures from special ed, loss of focus on arts, etc.)
- Originally it was because other community schools were not an environment that I was happy with my child being a part of. It was also the hope that it was more community based with more active families and more opportunities for individualized learning. Through experience now it is still the family community and some of the teacher commitment to a holistic approach to each child. Unfortunately it feels like as time goes on having experienced multiply classrooms I feel that the philosophy does not match what is actually taking place in all classrooms. There seems to be a disconnect between classrooms and the philosophy of learning that takes place.
- I like the opportunities my kids have to get extra science and art.
- The fact that Kaleidoscope focuses on art and science is a huge part of why our family chose the school. We also have grown to love the teachers as well as the exciting atmosphere and environment of Kaleidoscope.
- We originally chose this school because of the many hands-on learning opportunities.
- KSAS offers the opportunity for students to learn through the arts and sciences.
- I chose Kaleidoscope based on its mission to integrate the arts and science into everyday instruction.
- Thematic instruction

- Smaller school, more creative learning of arts and science, solid community reputation
- We are at Kaleidoscope because they don't just teach the students, they make it real for them with hands on learning. The children are given the tools to explore and not being afraid to mess up. They develop a love for learning and the tools to dig deeper.
- Because they focus on the whole child and it provides a hands on learning environment
- Kaleidoscope our school of choice because the teachers are fantastic, love the grading system which I find more useful than A,B,C etc and finally I really like that all subjects incorporate one theme.
- I was hoping the staff would be nicer
- Mrs Fields
- The difference in classroom dynamics vs public school; this school is very hands on. I love the fact it focuses on sciences and art. This school creates an even ground for all the students by showing perfection in imperfection, there is no judgement only massive amounts of positive reinforcement.
- Hands-on learning environment and the value that is placed upon individual learning styles for success
- I used to go here; it was okay
- It is full of fun activities, great learning opportunities, and awesome social interactions for my child.
- Rich cross curricular learning environment that weaves science, music, art, math, LA together as well as meaningful field trips to enrich learning
- I work at school and convenient for my child
- The integration of arts and science along with hands on activities that get the kids out of the classroom.
- The warmth, the love and creativity my child experiences everyday within a safe, happy and healthy environment.
- The teachers at the school are amazing and have wonderful student interaction. I love that the school keeps the parents informed of what is happening on a weekly basis. The communication with the parents is great. Also, I love the school pledge and how they teach lifeskills weekly. I think they are teaching the children to be good role models and good members of society.
- Hands on learning. Arts and science emphasis
- Integration of learning across subjects, hands on discovery learning The attentive teachers and staff, the hands-on learning experience, and the atmosphere.
- Brain-based education; I love the kind and caring environment that is provided to children.
- Arts and science is important, also the staff and teacher are awesome .. with a lot of volunteers!!! Which is very important for the school.

- Close to home. The staff is caring, collaborative, and supportive of individualized needs.
- It focuses more on nurturing my child's natural gifts instead of pushing her to do tons of homework and not really learning.
- Not just book learning - hands on. Also staff and teachers that care.
- We chose kaleidoscope because of the hands on approach. The life skills is on the strongest set of values that kaleidoscope offers !
- Hands on learning
- First of all I love the teachers there. Second I like that is a smaller school. Third I like the way they integrate teaching and how hands on it is
- The environment of the school, amazing teachers, staff and volunteers. The fact that it is not a public school and how the curriculum is different. The fact that you focus on arts and science, have a wonderful hands on learning process and the way you also incorporate the life skills. You can tell that everyone is truly in it and there 100% for the children.
- I wanted a school with small class sizes, focus on science and art, a sense community involvement and the "it takes a village" atmosphere. I also wanted a place where learning wasn't just about what the text book told you to learn.
- Teacher student ratio
- I am still undecided
- Because of the hands on experience they get that most schools don't. Not to mention the great staff!
- Can we get a photo that has better facial expressions? You could say these folks are "focused", I gue ss...Most of the students look bored. Good shot of the "curious" music teacher, though! ;)

Question 2: What opportunities should be available for students attending the ideal school of arts and science?

- more options for gifted, keep 3 recess a day, PE more than 2x's a week
- access to the arts; dancing, music, creativity, in-depth science, physical science, biology field trips, A and S, music, movement and dance, hands on
- Math and science should be fun, but they learn as well
- oppt to get to know kids in other classes
- lots of art projects
- 6th grade, and services for disabilities
- a child should be able to discover his talents and be encouraged to reach his potential.
- band, music theory, visual and performing arts, introduction to several types of applied science, firm foundation of academics, assist when kids need it.
- stay with technology

- special programs (Like Quest) plenty of after school clubs and sports programs and emphasis on good citizenship.
- opportunities to try many different art forms, guest artists, arts/science rotations more!
- learning through art and science projects, not traditional ways
- plays, science fairs, lots of interactive field trips, lots of science lab time.
- Placement based on student need academically, particularly in math. If it truly were to become an immersive experience once again the field trips need to come back. In later years the quality and frequency of field trips went down significantly.
- Real science. Not, I painted a picture of a lightning bolt so now I understand electricity, science. As it currently taught
- Exposure to projects and organizations based in the arts and sciences outside of the classroom.
- Exposure to a variety of different types of artists - painting, music, acting, etc.
- Individualized learning, not just focusing on the special needs but across the board as well. Even "average" kids are different from other "average" kids. A variety of arts offerings. Visiting artists as well as professionals in the scientific arena.
- Students should have the opportunity to explore a wide array of interests through arts and science. Kids should be able to explore a variety of art forms: visual, performance, poetry, photography/film, etc. Science opportunities should ideally be grounded in inquiry and allow for full exploration around the scientific method. Science curriculum should also provide opportunities for our children to learn about the challenges their generation faces - both locally and globally - and ways they can begin using their problem solving skills. I feel KSAS already does this to a great degree, and I appreciate the opportunities my kids have been given.
- More exposure to arts/sciences. Every part of the building and every dept. should be focused on arts and science, including speech, sped, office staff, nurse, students should have the opportunity to experience the arts in every dept. Students should also experience/participate in arts in the community when possible. We were disappointed so few were in Link Up. Our school should have packed those risers. Imagine if the whole school could have been plugged into the positive energy and enthusiasm of people like Tammy Vollum-Matura! That's how we get kids fired up about the arts! School-wide connection to our local arts community and our community in general is very important.
- Opportunity to experience many different styles of art including drama and music as well as having artistic direction that is not just pinterest activities. It would also be great to have a new artist in residence every month. In regards to science it should be a part of the classroom as well as science lab and allow for a lot of hands on activities. with both it would ne great for students to be able to see real world application of both content areas.
- more of the arts, like drama, dance, mime, song writing, more sciences like biology and chemistry.

- Well many more things regarding those two things. As I have seen that our school falls short in the area of Science which is pretty sad coming from a school that 'specializes' in that. Have fun doing projects but make sure key aspects are still being taught and reiterated often!
- Students should be receiving education in all arts/sciences. Librarian to teach literary arts, music teacher teaching instruments as well as voice, science teacher teaching all areas of science, and an ART teacher! Fewer worksheets, more hands on arts. KSAS should be having guest artists from every field, guest scientists from every field, more musicians, more instruction in music instruments schoolwide. Other area schools are giving students more exposure to arts by teaching guitar, drums, "modern band", having their entire school learn recorders and participate in Link-Up, having guest musicians on a regular basis, etc. KSAS has lost this connection.
- I think a variety of the arts(music, dance, visual) and sciences should be available. I also think technology integration should play a strong role.
- Hands on experiences
- Lots of hands-on learning, allowing children to engage with their whole bodies and minds!
- They should be given a challenging atmosphere where they get all their bases covered. Including a Science Lab, Music, Band, Library, top notch media and PE.
- Hands on exploratory learning and a sixth grade opportunity for learning even if only in a 5/6 classroom
- An ideal school should be very hands on and practical, emphasize the importance of arts and science in our daily lives, provide and promote technology and most of all nurture our children to become the next leaders in our country.
- There should be equal opportunity and not cheating on geography be
- Learning cursive is the only thing I can think of. This school offers so much already. It would have been nice to have 6th grade but I only say that because my son will soon be a sixth grader and leaving Kaleidoscope.
- hands-on/experimental learning and exposure to real life occupations in the arts and sciences
- Try to teach new languages. Also, don't do that daylight saving time thing, I always dreaded going to school when that came up (absolute trash). Lifeskills are garbage (they suck, everything sucks)
- Out of the box thinking experiments for sciences and group art creations outside.
- After school opportunities that provide further exploration and development to include arts, science, culture, music, etc., fair opportunities for all students in any competitive aspects of the school to assure all students have a fair chance and competition is transparent for all students/parents/teachers to observe
- more focus on the core subjects and basics such as learning to write.

- As many opportunities to participate in various mediums of art as possible, as well as integrating arts and science into common core subjects like math and writing. Making many connections between subjects to develop critical thinking skills.
- Learning through art and science.
- Experiences in nature. Art classes
- Personalized learning for special interests.
- The opportunity to spend more than an hour outside every single day, regardless of temp, weather, etc.
- Perhaps a class of painting/pottery/drawing.
- Lots of cool art and lots of hands on science.
- I would like to see a stronger math program for the new kids coming into kaleidoscope!
- Field trips, science lab, art lab, and innovative learning techniques
- My kids are still pretty young that attend and my oldest is just now opening up the different opportunities available at the school to help him become more independent and focused on learning because he loves to learn new ideas and concepts which I believe he would not be as enthusiastic about at another school. The afterschool groups science, language and arts program is an amazing opportunity for them to learn.
- Expanded clubs after school for kids K-5. Offer music, drama, drawing, science, chess, role playing, etc. to kids in all grades. Find parents with special talents or skills that can offer an after school class once in a while to expand learning in other areas. Offer talent shows and other programs at the school. More learning trips, if cost is an issue, have parents pay a field trip fee. Bring in more guest artists from the community to enrich the kids. Downs the music program to offer guitar, piano and other instruments. Offer programs like TAG and Quest to students. Increase library time.
- Study trips Small group one on one time
- Fun but not mandatory suggestions... Guitar, piano, languages. No complaints about what is currently offered
- I like this question and photo!!

Question 3: As we strive to nurture the whole child, what personal strengths would you like your child to take with them?

- lifelong guidelines
- being good member of society, truthful, integrity trustworthy, responsible, courageous, friendly, forgiving
- knowing they have strengths different abilities, even if not at the top of their class. lifelong skills
- to make friends and be social while being an over all good student

- confidence, courage to do anything
- reading
- confidence and compassion and a love of learning
- to know that in spite of emotional difficulties he has coping skills, more strength to be assertive and realize she can be and do what ever it takes for success
- confidence, public speaking skills, problem solving skills, understand value diversity,
- positive approach to life and learning
- critical independent thinking, love of learning, and confidence, kindness
- confidence creativity collaborations problem solving
- confidence and perseverance
- perseverance, well all the life skills
- Resiliency. Creative problem solving.
- Confidence in her abilities - reading, problem solving, social situations
- Adaptability - the ability to accept changes and take them to use to their advantage. A sense of wanting to do good just because. Conflict-resolution skills. The ability to work well with others. The ability to seek learning beyond what is taught. The thirst for knowledge.
- Patience, kindness, empathy, grit, resiliency, curiosity.
- The value of arts/science in community, how to collaborate with peers, problem solving in a way that is valued by others, and the value of their contribution as a whole.
- A love of learning, respect for self and others, community helpers, problem solving skills, self confidence, self advocacy skills, social skills.
- would like to see less seat work and more hands on. I'd like my children to be problem solvers and know how to think outside the box.
- Responsibility, respect and the knowledge that their feelings, emotions and opinions matter and can be shared
- The ability to problem solve with peers, collaboration, strong connection to arts/science, and a well rounded education with exposure to community arts connections.
- I would like my child to leave KSAS with integrity, curiosity and an ability to communicate their ideas and thoughts though various means.(writing,visual,etc)
- Independence and problem-solving skills.
- Creative thinking and problem-solving, tenacity through tough learning and in relationships, sense of pride in his effort, the ability to recognize his own strengths and those of his peers.
- To be able to be confident in themselves. The life skills and lifelong guild lines that Kaleidoscope teaches is a huge part of the success of Kaleidoscope kids.
- The life skills and a creative love of learning

- I would like my children to have leadership and problem solving skills, empathy, and grit.
- The children are upset that there was favorites played at the geography be, they all feel like they cant win because the easy questions were given to the principles son
- Learn to make fire without a match
- Kindness, honor, integrity, leadership, and bravery. That he's worthy and can accomplish anything.
- Not hating lifeskills. TEACH MATH!!!! You wrecked my math future. You better read this and now the pain and sorrow you put me through
- Higher self esteem
- Striving for personal best, confidence to meet challenges and hurdles, flexibility to try new things and learning, power of observation and problem solving, appreciation of diversity, compassion
- more discipline, and structure. yet to be self directing
- Critical thinking and confidence. They will face many problems when they leave Kaleidoscope and I want them to be able to use critical thinking skills to solve the problems on their own, and to have the confidence try and do so. Whether they succeed or fail the first time doesn't matter.
- personal responsibility, emotional self regulation, conflict resolution skills, motivation
- Wants to succeed, gets along with other, can problem solve, wants to and is eager to learn new things.
- Social Confidence
- Confidence and willingness to try new things
- Perseverance, kindness, a love for learning
- Positive self worth
- Being a child of integrity, friendly, equal.
- Perseverance, flexibility, cooperation and caring.
- Honesty and self confidence
- Lifetime character
- how to be a good person
- Confidence, compassion, strength and the hunger of wanting to gain and learn about different ideas and knowledge from all around the world.
- Ability to work with various ages, backgrounds and learning abilities. Understanding and patience as a human being and that it's okay to feel upset sometimes but to know how to channel your feelings.
- Perseverance Common sense Work ethic
- Self respect and respect for others. This includes kindness and self discipline especially at school

Question 4: We are purposely designed to be different than other schools. What do you think makes us unique?

- not your typical k-6 environment, specialized science curriculum, recess time, K isn't just sitting at a desk all day doing worksheets.
- commitment to encouraging good student to also be good people
- movement, dance, hands on learning, smaller class when possible, integration
- the diversity in the subjects and the kids
- the school focusing on A/S
- the 'arts'
- family type atmosphere, our curriculum, teachers are amazing, and the collaborative work to provide consistent learning environment.
- family atmosphere, connects students, special needs program is exceptional.
- the collaboration, team teaching with other teachers plus special teachers, focus on arts and science, conscious discipline
- split classrooms, smaller classes
- how staff seem happy to be here and love the kids, music in the morning and lots of volunteers, the artwork on the walls.
- arts/science integrated learning
- outdoor learning
- you help children to be problem solvers free thinkers instead of giving them the answers
- Positive behavior correction. Emphasis on creative activities.
- The curriculum and the way it's taught
- Kaleidoscope is unique because it fosters an intrinsic awareness in its students to do good. The teachers really recognize the person within the child and respects that. That students do not fear their teacher or view their teacher as someone who polices them. The fostering of intrinsic motivation rather than doing things because of the promise of reward or the fear of consequences.
- I think the focus on the lifelong guidelines is quite unique to KSAS. I realize that individual teachers at many schools may focus on the same skills, but I like how KSAS practices these skills and guidelines as both a classroom and school community.
- We are losing our uniqueness unfortunately. We need to get back to having the backbone to say, no. We are not going to be like the other schools. We are different, we place our value in what arts and science can bring to our students and community. We have the opportunity with this charter to create a different model. Get back to the arts/science. That is what will make us unique, and it will create a more rounded, more grounded student population.
- Honestly I don't think Kaleidoscope is much different other than not following district academic standards. I believe it promotes a wonderful philosophy of education but when you pay attention it is no different than other schools. I would

say this is ok if the arts and science components were high but I don't see them as above and beyond so the academics and environment are not as high as one would expect at a charter school.

- My cousin had kids in KSAS who seem to have had more inclusive arts/science which is why we enrolled here. I would hope you would get back to that standard. I like that there is a science teacher, that is unique from other schools. I'm surprised there isn't an art teacher though. A lot of hands on learning and that the students aren't just sitting at their desks all day doing worksheet after worksheet
- KSAS is losing much of it's uniqueness and is becoming more like area schools. We need more arts opportunities, more focus on arts/science. Currently, the only thing that makes us different is having a science teacher on staff. KSAS has lost it's focus.
- I think the uniqueness of KSAS lies in the fact that music and science are integral parts of the education that is offered. I think the collaborative efforts of the staff are evidenced in the end of quarter celebrations. It is there that we see how math, art, music, science and writing are all utilized by the kids to express what they are learning. I am also a strong believer in the benefits of the multi-age classroom and see that as another unique characteristic of KSAS. The benefits are understood and utilized here as opposed to other schools where it is simple done out of necessity.
- Focus on arts
- I think the use of learning themes that guide them through a multitude of academic and creative subjects.
- You teach so children learn to LOVE learning, they become life long learners. Kaleidoscope uses every moment as a teachable moment.
- The hands on whole child open exploration plus phenomenal staff and the family atmosphere procided. It's so much more than just a school to the teachers and the staff and students
- Kaleidoscope is unique by its grading system and it's universal theme among all subjects. It also promotes creativity and is very hands on. It is teaching our kids use their uniqueness to excel and become leaders of the next generation versus being a "Standardized testing school."
- You didnt give the other students access to Nat geo study material. Only the principles son. I am going to get you disqualified by writing to Nat geo
- Nearly all female staff
- How the school focuses on the whole person approach.
- Allowing students to "think outside the box," and to explore their learning preferences. Providing a learning environment that values each student's learning style
- You're "acceptance rate" sucks. What are you basing this rate off of. They're just kids!?
- The amount of creativity Kaleidoscope fosters.
- Strong and rich cross curricular activities, great science, art, PE, and amazing music instruction. Also, the number of field trips that tie into hands on student experiences

is unique as well as an amazing, energetic staff that strive to meet the mission and expectations of a rich and diverse school environment.

- a lot of freedom, flexibility and transitions
- Having a dedicated science teacher and band teacher are positively unique features of this school.
- The focus on the child as a whole, teaching personal strengths as well as educational strengths, and family and community involvement.
- It's all about the children. The school makes learning fun for the children and are family oriented.
- I feel it is more personal.
- Quality of instruction
- The community you've built inside the school. It's welcoming, high achieving, and everyone is held to a higher standard.
- Child-first approach to education instead of punitive
- The very student involved activities in class. Involvement of the parents and focus on attitudes as well as academics.
- The team work with team teachers, the willingness of teachers to go above and beyond, and the courage to try new ways of learning, based on new studies and outcomes.
- The family feel and always trying to be hands on learning.
- the way you intergrate your subjects
- Everything about the school.is unique from the hands on learning (not just a nose in the book) the science being done at their level, the musical program, the life skills that are taught along side daily work, the fact that cursive is still being taught (it installs good skills and patience)
- It used to be the lunches. Now it seems like any other school. The kids eat and then rush out to play. The concept of recess and then eating is very important and I wish it would come back. Also, I don't think lunch should be silent but it seems like it has gotten out of hand with the volume level. I think this has a lot to do with the kids not expending their energy prior to coming in to the lunch room. I think the most unique thing about KSAS currently is the trust instilled in kids. I love that they are able to go to the restroom or get a drink of water as needed. I feel that it is very important to allow them to take a moment to regroup by stepping outside the classroom or finding a safe spot. I feel that establishing trust in kids as young as kindergarten is a wonderful way to help them develop.
- Student teacher ratio Arts and science integration Study trips
- More field trips, more focus on art and science less on advancing reading, writing and math. More focus on "what you feel like doing" at the moment and not "what is expected of everyone" in the situation. Free to learn how you want. Less homework.

Question 5: What should our school not be willing to give up?

- Recess, PE, band, Quest, these set us apart
- personal connection to all the kids, make them feel like family
- music
- time with kids
- the 'arts'
- 6th grade, teachers, family atmosphere.
- teachers and special aid teachers in IEP
- bussing, lottery system as opposed to being selective, PE, Music, walking field trips.
- teachers
- small class size, skilled trainers for students who need special help.
- arts, we need more actually
- firm learning structure
- report cards, evaluations, music
- Blended classrooms (grade)
- The whole child approach. Multi-age learning where students get to be with their teacher for more than one year. The recognition of our children as whole people and not automatons that need to comply at all times.
- The autonomy you have as a charter school which allows you to provide unique opportunities to our kids.
- Our focus on Arts and Science.
- small class size
- Our school should not give up so many positions. Instead of being a leader by keeping the things that made us unique, we are becoming more like other schools. We need to pay attention to NOT matching what other schools are doing. What we had was working well, now we are bare bones.
- Teachers that are undeniably dedicated to the students success!
- We should not give up integration of arts and science.
- Science and Music integration
- arts and science emphasis and thematic learning
- The blending of age groups.
- Our foundation. The roots of the school. There is a vision for thos school, why change something that is working?
- Hands on whole child approach and family atmosphere truly I don't think anything should change other than bringing back 6th grade so our kids don't have to be forced to quickly into an unsuitable learning environment by being left with no option for 6th grade other than the Middle School that doesn't foster a hands on whole child learning environment
- Our school should not give up the art program and the hands on science program.

- The school should not give up its integrity to cheating people who read questions off a paper and don't follow the rules
- The process in how to become enrolled. Don't become a public school.
- Learning opportunities including labs, field trips, experiments that promote deeper learning/thinking process for students
- Give up all the arts, science stuff. I know you made the whole point of the school to be about the arts, but as mentioned earlier, I (and a couple of my friends) now have lots of trouble in math. I managed to fix these mistakes by actually learning math (no thanks to you)
- Stay on course and not give up anything you are doing.
- I think that the school should strive to not give up anything!
- the core subjects
- The classes they take outside of the normal classroom like music, science, P.E., band, and library. I really enjoy the specialized instruction that Kaleidoscope students get.
- Pay reductions for teacher. Or the loss of teacher aids.
- Individualized learning
- Behavioral expectations
- Low pupil-teacher ratio. No matter what.
- Anything. Please fight for all the things you provide now.
- Science teacher
- I can't think of anything to take away from our school, but I would add actual grade percentages for school work which is what the middle/high school uses.
- music and discipline
- Small class size and the split classes. Also, library, science, pe and music are essential in an arts and science school.
- It could become great again
- unknown
- I think we should reconsider the mix of positive and negative in this question

Appendix E

Kaleidoscope School of Arts and Science Academic Policy

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I. Vision, Mission, Beliefs

Vision:

Inspiring students to be creative critical thinkers who will contribute to their community.

Mission:

Kaleidoscope School of Arts and Science will educate the whole child through integrated arts and science to nurture meaningful learning.

Beliefs:

A kaleidoscope reflects the many ways of thinking that are the foundation of the KSAS model.

Therefore, we believe:

- The characteristics of the whole child are physical, emotional, intellectual, social, and cultural.
- Arts are the essence of being human. They promote metaphorical thinking and are the way we interpret our world.
- When children learn through the arts, they exhibit socially acceptable behavior, which contributes to creating a civil, joyful learning community.
- Arts and science should be taught with rigor equal to core subject areas.
- Thematic integration across all subject areas purposefully immerses students in meaningful learning experiences that engage them at a deeper level of understanding.
- Providing a welcoming, safe, and aesthetically-pleasing environment is integral to a child's education.
- Children are naturally curious learners with diverse strengths, needs, interests, and talents.
- Movement and hands-on experiential opportunities address diverse learning styles and multi-sensory strengths.
- Each of the arts and inquiry sciences are a lens to explore and understand the world.
- By educating with arts and sciences, children become adults who value and support the arts and sciences.
- All members of Kaleidoscope, students, staff, families and community are committed to lifelong learning.
- Highly Effective Teaching (HET) provides a rich, brain compatible, safe and real-world experience that enhances the student's learning and higher-level thinking.
- Exploring subjects in-depth encourages meaningful connections.
- Children learn best by:

Inquiry: questioning and examining new experiences with old

Dialogue: collaborating in the process

Reflection: re-examining and restructuring their views.

- Multi-age is a more natural way of grouping students and provides strength to a learning community.
- Regularly scheduled team planning is vital to successful implementation of integration.
- There is always more to learn, as mastery is a process with no end.
- Classroom teachers and specialists deliberately collaborate to create learning experiences that connect across all learning spaces.
- Students drive learning through their own experiences and the teacher acts as a facilitator.
- Student's voices are valued.
- Learning is enhanced when experience occurs in a real world context, with a "classroom" defined by the space we share with students.
- The process is more important than the product.
- Every member of the Kaleidoscope family is an equal contributor in educating the whole child.
- Student's collaborative relationships with their peers and adults are essential to expand thinking and learning.
- The purpose of assessment is to inform instruction.
- Establishing partnerships with students, staff, families and community fosters a positive learning environment.
- Understanding goes beyond knowing.

II. Unique Features

These are the specific characteristics which support our school model and create a unique learning experience for our students.

A. Arts/Science Integration: *Hear more deeply, see more appreciatively, discover possibilities.*

Definition

The Kaleidoscope model integrates all subjects with equal rigor and importance.

The arts & science provide the framework for meaningful educational experience by integrating content, skills, and national standards in the arts—dance, music, drama, and visual arts, and science through inquiry—with core subject outcomes.

Why

KSAS is designed with an emphasis on the arts and science as the cornerstone to meaningful understandings of the world around us. These values are outlined in our Beliefs.

Integration purposefully engages students in meaningful learning experiences that engage them at a deeper level of understanding.

Integration . . .

- Nurtures meaningful learning.
- Demonstrates how the world is connected
- Promotes critical thinking, problem solving, analysis, self-realization, conceptual thinking, and **creativity**.
 - Creativity is the association between existing ideas and new, divergent thinking

Resources

- Snyder, Sue. *Integrate with integrity: music across the elementary curriculum.*
- Snyder, Sue. *Total Literacy: The arts in the literacy classroom.*
- Kovalik, S. and Olsen, K. (2005). *Exceeding expectations: A user's guide to implementing brain research in the classroom.* WA: Books for Educators.
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- Chaille, C. and Britan, L. (2002). *The young child as a scientist: a constructivist approach to early childhood science education.* Boston: Pearson Education.
- Project Zero <http://www.pz.harvard.edu/>
- Artful Thinking <http://www.pzartfulthinking.org/index.php>

- Arts Edge: <http://www.kennedy-center.org/education/>
- Project 2061 <http://www.project2061.org/>
- Science lessons aligned to our curriculum: <http://sciencenetlinks.com/>
- Total Learning/ Total Literacy/ Dr. Sue Snyder <http://www.totallearninginstitute.com>
- Sue Snyder Multisensory Strategies

B. Collaboration: *Working together to share our common vision.*

Definition

Collaboration is not the same as planning. For integration to be effective, our values and mission must remain at the forefront when constructing learning opportunities. Collaborating involves the additional dimension and expertise from the specialist teachers. To be effective as a whole school, time for collaboration may extend beyond contracted hours.

- Process of collaboration is driven by inquiry-dialogue-reflection, not used for daily classroom planning.
- KSAS schedule is driven by collaboration and integration.
- The complexity of collaboration limits teachers' autonomy for flexibility.
- All teachers are expected to share expertise and have an obligation to bring ideas and resources to collaboration meetings.
- Collaboration allows opportunities for team teaching across a variety of learning spaces.

Why

Our purpose of collaboration is to successfully integrate:

- arts and science
- "being there" experiences
- conceptual key points
- essential questions
- social action
- thematic planning

The walls of the classroom, a certain time or a place do not determine learning. Classroom teachers and specialists deliberately collaborate to create learning experiences that connect across all learning spaces. In doing so, children create more solid and deeper ideas that last and are meaningful.

Resources

Kovalik, S. and Olsen, K. (2005). *Exceeding expectations: A user's guide to implementing brain research in the classroom*. WA: Books for Educators.

Snyder, Sue. *Integrate with integrity: music across the elementary curriculum*.

C. Constructivism: *Pedagogy of listening*.

Definition

Constructivism is a theory of learning that deems children construct knowledge through interaction between their own ideas and experiences in the social and physical world. Constructivism is grounded in Piagetian theory and enhanced by Vygotskian theory. Constructivism is not a method, a curriculum model, or a series of appropriate practices. Constructivism is the theory that underlies the choices and decisions we make about how we set up the classroom, choose the curriculum, and respond to children’s work and ideas (Chaille, 2008).

Comparison of Traditional classrooms and KSAS classrooms rooted in constructivist theory

<u>Traditional Classroom</u>	<u>KSAS Classrooms</u>
Teacher directed (didactic dissemination of information)	Learner-centered. Teacher as facilitator – students construct knowledge through critical thinking, manipulatives, primary resources, and hands-on activities.
Student works independently.	Student works collaboratively in groups, independently or in partners.
Small parts first. Big idea at the end.	Big idea first. All parts support big idea.
Correct answers are the goal.	Thinking and support of thinking are the goals.
Assessments are tests; separate from learning task.	Assessments are observation, conferences, daily work, portfolios and included in learning tasks.
Worksheets, workbooks, basal readers.	Books, journals, real-world situations, workshop approach.

Teacher evaluator.	Self-reflection, student evaluator and teacher evaluator.
Product based learning: All students will learn on demand the same thing at the same time aka. One-size-fits-all approach.	Process based learning: Learners create meaning and context by exploring new ideas and experiences, generating hypotheses, problem solving.
Teacher talks to (at) students; students expected to listen and absorb knowledge.	Teacher-student dialogue through conferring, questioning, and wondering.
Teacher makes all the decisions.	Shared responsibility and decision making.
Students answer questions. Empowered teacher.	Students ask questions. Empowered learner.
Individual learners.	Community of learners.

Why

Children are naturally curious learners and thrive in a well- rounded educational environment that includes the freedom to think, question, reflect, and interact with ideas and objects- in other words, to construct meaning (Brooks and Brooks). Collaborative relationships with adults to expand thinking and learning are essential.

Constructivist Guidance and Discipline

Kaleidoscope views guidance and discipline as helping children learn personal responsibility for their behavior. Teaching for moral autonomy is the constructivist approach People who are autonomous are able to make decisions themselves; taking into account relevant factors and being guided by their own beliefs and perceptions. Children who are working toward developing moral autonomy are making decisions based on their own internal constructions of right and wrong (DeVries, 1999). ***Their decisions are not influenced by the threat of punishments or the promise of rewards.*** A morally autonomous person will be respectful of others regardless of what authority figure may be watching (Fields & Fields, 2006). This is an example of one of our Lifelong Guidelines, trustworthiness.

Some considerations for success in the classroom:

- The emphasis is on cooperation versus competition.

- Establishing a relationship of mutual respect between students and teachers and among students
- Facilitating and modeling peer problem solving strategies, empowering students to solve problems independently
- Refraining from rewards and punishments
- Offer students opportunity for restitution
- Addressing the causes of children’s undesirable behavior and assisting them in understanding the effects of their behavior, rather than only punishing the behavior itself
- Teaching self-regulation strategies (i.e. instead of telling students what not to do, help them learn how to make wise choices about what they should do)
- Natural consequences

Resources

Chaille, Christine (2008). *Constructivism across the curriculum in the Early Childhood Classrooms: Big Ideas as Inspiration*. Boston: Pearson Education.

Chaille, C. and Britan, L. (2002). *The young child as a scientist: a constructivist approach to early childhood science education*. Boston: Pearson Education.

Fields, M. and Fields, D. (2006). *Constructivist guidance and discipline*. Boston: Pearson Education

Kohn, Alfie (1996). *.Beyond Discipline: From Compliance to Community*. Virginia: ASCD.

Kovalik, S. and Olsen, K. (2005). *Exceeding expectations: A user’s guide to implementing brain research in the classroom*. WA: Books for Educators.

Marlowe, B. and Page, M. (2005). *Creating and sustaining the constructivist classroom*. California: Corwin Press.

Murdoch, K. and Wilson, J. (2008). *Creating a learner- centered primary classroom*. London: Routledge.

Procedures Posters

Playground Procedures

Lifelong Guidelines and Lifeskills

D. Continuous Growth Model: *The only constant is change.*

Definition

Assessments are aligned to our instructional design. A variety of assessment tools, including the development of a portfolio, observations, conferences, and daily work are used to track student progress throughout the year.

Why

We believe the purpose of assessment is to inform instruction; not to categorize students. In order to become independent learners, students must learn how to assess their own work. Students can feel freer to use their creativity when their grade is not determined by how well they have satisfied the teacher's vision for their work.

It is time to stop behaving, albeit under pressure, as if the end goal of schooling is correct answers on tests. Instead, we should be acting as if our lives depend upon ensuring that students have the knowledge and skills to be successful, contributing members of society (Kovalik, 2005).

Resources

Authentic assessments

Formative assessments

Summative assessments

Keeley, P. (2008). *Science: Formative Assessment*. CA: Corwin Press.

E. Highly Effective Teaching: *“It takes courage, integrity, and perseverance to bring the very best of what we know to all children.”-Susan J. Kovalik*

Definition

The HET model provides us knowledge of how the human brain learns (the biology of learning) and guides or informs us about what’s worth teaching as we develop curriculum and instructional strategies. We must develop curriculum and instructional strategies illuminated by brain research not by educational tradition and habit.

The Nine Bodybrain-Compatible Elements provides pathways to understanding for students.

1. Absence of Threat/Nurturing Reflective Thinking
2. Meaningful Content
3. Enriched Environment
4. Adequate Time
5. Immediate Feedback
6. Movement
7. Choices
8. Collaboration
9. Mastery/Application

Why

The HET model provides a rich, brain compatible, safe and real word experience that enhances the student’s learning and higher-level thinking.

“Being There” experiences are an integral starting point to developing curriculum at KSAS.

A “Being There” experience occurs when real things are studied in their real world context. The “Being There” site must be visited frequently in order to build deep understanding and unforgettable learning. *Page 1.11 in HET book*

Field Trips or Study Trips are different in design; they provide a one-time visit to a site with a specific goal or topic in mind.

Resources

Kovalik, S. and Olsen, K. (2005). *Exceeding expectations: A user’s guide to implementing brain research in the classroom*. WA: Books for Educators.

Olsen, K. and Pearson, S. (2000) *Character begins at home: Family tools for teaching character and values*. WA: Susan Kovalik and Associates.

Pearson, Sue. (2000) *Tools for Citizenship and Life: Using ITI, Lifeskills, and Lifelong Guidelines in your classroom*. WA: Susan Kovalik and Associates.

F. Our Learning Process of Inquiry, Dialogue, Reflection: A tangled web of learning.

KSAS utilizes an instructional process that delivers curriculum designed to provide students, according to their developmental level, the freedom to ask and seek answers to their own questions. This will allow and encourage students to analyze, investigate and synthesize information, and to develop independent opinions and conclusions through inquiry, dialogue, and reflection.

Definition

The process of inquiry, dialogue and reflection is central to our philosophy. This dynamic process is based on the belief that understanding is constructed in the process of people working and conversing together as they pose and solve the problems. This process is interconnected and fluid. Learners move back and forth between inquiry, dialogue and reflection to devise new questions, understandings and perspectives. This learning process is based on the constructivist idea that children learn best by questioning and examining new experiences with old (inquiry), collaborating in the process (dialogue), and re-examining and restructuring their views (reflection).

Teaching is intentional. The teacher scaffolds and guides to ensure that all students are engaged in the learning process. A constructivist teacher minimizes the teacher as an authority figure to the greatest extent possible, and becomes a facilitator and guide in the process. It includes validation of the whole child and reciprocal respect. The process depends on understanding how children reason, their developmental stages, and what misconceptions they often come with. This is so tricky because children are not mini-adults, and they think and reason differently, depending on their developmental stages, which are transient.

During the learning process, keep the following in mind:

- It is not a linear process, but a tangled web of learning (can be circular or cross-sectional or interwoven between inquiry, dialogue, reflection).
- The entire process requires adequate time.
- Learning is supported through high quality questioning.
- Reflection is often where deep, meaningful learning takes place.
- The Greek root meaning of dialogue is *'through meaning'*; not to be confused with the word discussion.
- Dialogue is the mental process where learners delve into the inquiry, or new learning experience by connecting it to prior experience and reflecting personally and collaboratively in some format.

- Dialogue is not limited to talking, but could be dance, photography, writing, musical expression, etc.
- Standards/objectives are intentionally drawn out through discovery.
- Skills acquisition is embedded in the process
- This process is not a creative 'free-for-all'.

Why

This type of learning allows students to examine new ideas and opinions and probe beyond fact gathering. This learning process does not emphasize finding final answers. Rather, learners naturally develop questions to pursue future investigations. The learning process is based on the belief that true understanding is constructed through people working and conversing together as they pose and solve problems, make discoveries, and rigorously test the discoveries that arise in the course of the shared activity.

Resources

Murdoch, K. and Wilson, J. (2008). *Creating a learner- centered primary classroom*. London: Routledge.

Llwellyn, D. (2002). *Inquire within: Implementing inquiry based science standards*. CA: Corwin Press.

G. Multiage: *The world IS multiage.*

Definition

Multiage classrooms are an intentional heterogeneous mix of children that is balanced by gender, grade levels and developmental levels. Children spend two or more years with the same teacher and core group of classmates, with older students exiting at years end and new students joining each fall term.

Why

- Multiage is a more natural way of grouping children and provides strength to a learning community.
- There are many opportunities for children to work together.
- It is effective academically because less time is spent each year getting to know students.
- Older students are role models and help younger children.
- Students experience a wider range of roles in the classroom.
- The focus is on success as each individual moves forward building on their own prior knowledge.

Resources

www.multiage-education.com

<http://kaleidoscope.blogs.kpbsd.k12.ak.us>

H. Planning: Time for teaming takes commitment.

Definition

Planning is not the same as collaboration. Planning for thematic, integrated teaching involves two tiers of preparation. Planning occurs with your immediate team members on a regular basis. To be effective as a whole school, time for planning may extend beyond contracted hours.

Why

Planning is necessary to occur between teachers of like grade levels to accomplish connectedness to arts and science, “being there” experiences, conceptual key points, essential questions, social action, and thematic planning. Regularly scheduled team planning is vital to successful implementation of integration.

Resources

Fellow staff members

Berger, R. (2003). *An Ethic of Excellence: Building a culture of craftsmanship with students*. NH: Heinemann.

Kovalik, S. and Olsen, K. (2005). *Exceeding expectations: A user’s guide to implementing brain research in the classroom*. WA: Books for Educators.

Marlowe, B. and Page, M. (2005). *Creating and sustaining the constructivist classroom*. California: Corwin Press.

I. Professional Development and Learning: *There is no end to this chapter.*

Definition

Continual learning that supports our instructional design, vision, mission, and beliefs.

Why

Our team approach to teaching requires a shared commitment to professional learning. We believe in lifelong learning, modeled through continual professional development.

- Each staff member should commit to seeking out and engaging in professional learning opportunities.
- Staff are expected to share professional skills, talents, and knowledge with the entire KSAS community
- Enter into professional learning opportunities with an open mind and positive attitude
- Continual learning inspires our teaching.

Resources

Professional Development Committee

- Assists with coordinating opportunities to strengthen our school and personal professional goals
- Dedicated budget to professional development in and out of district

Access to Kenai Peninsula School District Canvas Courses

J. Process vs. Product : *The journey is the story of the destination.*

Definition

We value the process of learning, guiding students to develop skills, strategies and concepts through inquiry, dialogue and reflection. Learning is exhibited in a variety of ways. The products are often child-driven such as a skit, story, poem, visual art piece, dance, musical composition, or presentation. Products are rarely an end to a unit of study, but rather a celebration of learning.

Why

Connected concepts lead to deep, meaningful understanding. We honor different learning styles and interests through this learning process.

Resources

Berger, R. (2003). *An Ethic of Excellence: Building a culture of craftsmanship with students*. NH: Heinemann.

Murdoch, K. and Wilson, J. (2008). *Creating a learner- centered primary classroom*. London: Routledge.

K. Thematic Learning: Together we learn. Together we connect.

Definition

The theme integrates curriculum by using a concept to pull together content and skills from multiple subject areas. The integrity of each discipline is maintained. The theme allows children to explore the curriculum in a meaningful way. Every classroom participates in the school wide theme. The current classroom theme is evident upon entering the classroom.

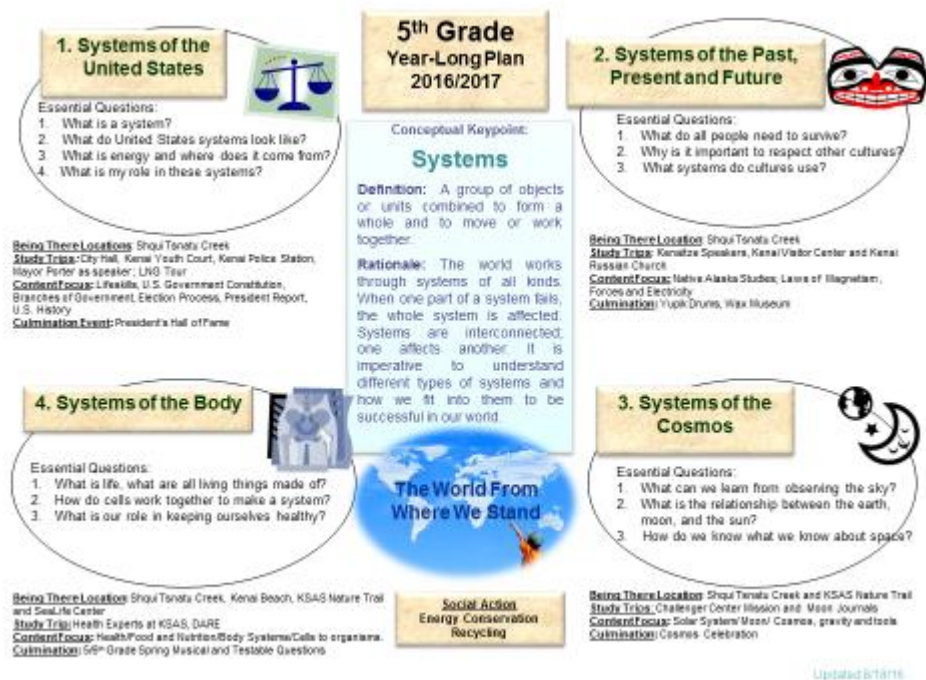
Why

Application and synthesis of ideas from one discipline to another is encouraged, leading students to develop deeper understanding and critical thinking through comparing and contrasting of ideas.

Resources

Kovalik, S. and Olsen, K. (2005). *Exceeding expectations: A user's guide to implementing brain research in the classroom*. WA: Books for Educators.

Example of Yearlong Theme Mapping



L. Whole School Approach: Lifelong learning inspires our teaching.

Definition

Every staff member is an equal player in educating the whole child. All school staff must commit to the mission, vision, beliefs of KSAS:

- You are always part of team rather than autonomous
- Decisions are primarily made collectively
- Attendance and participation during time dedicated to planning and communication is imperative
- Time extends beyond school hours
- Classrooms are not defined by walls, but by the space we share

Why

- Common language and expectations are practiced within the entire school community
- Yearlong themes keep us connected

Resources

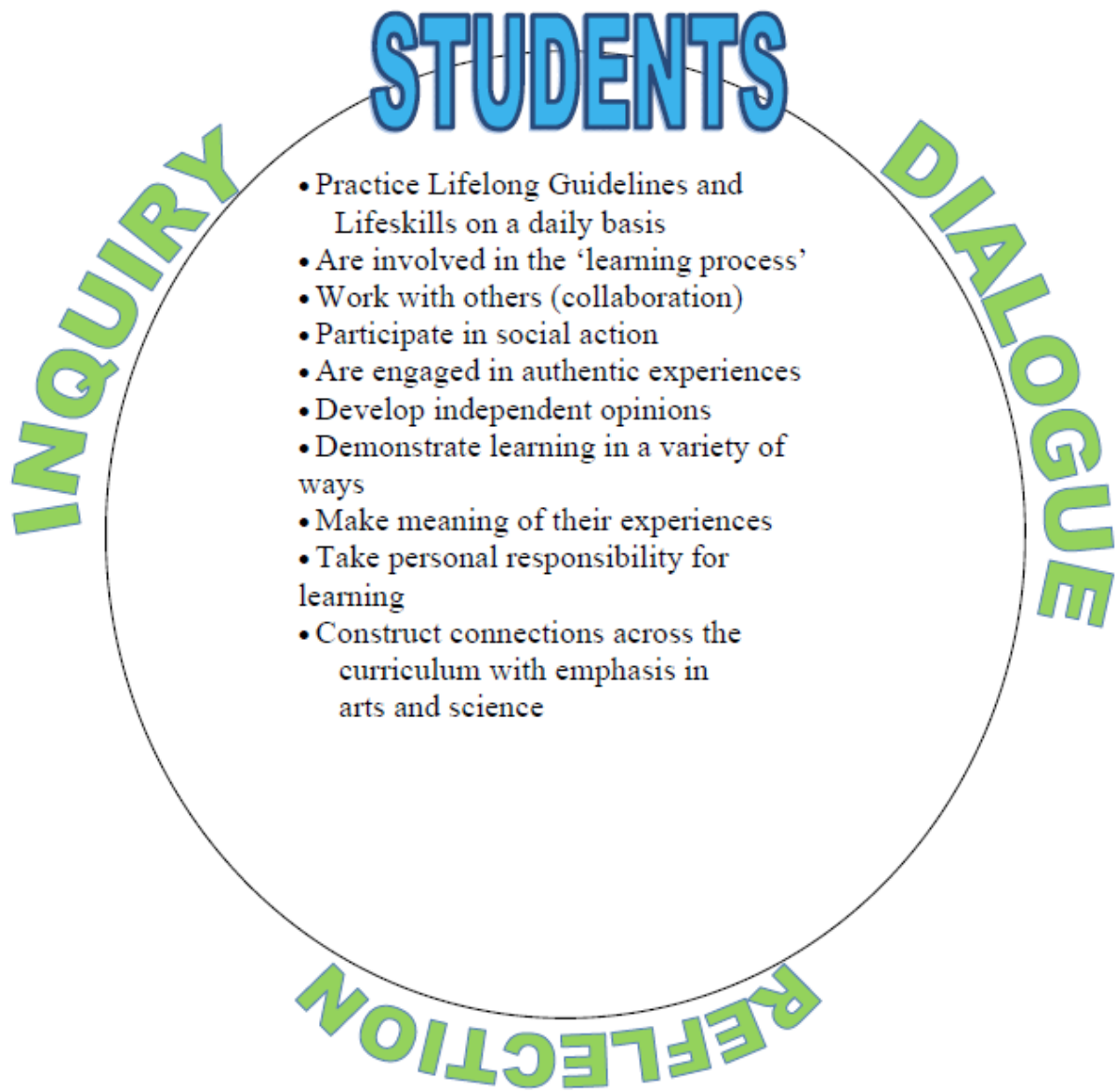
Berger, R. (2003). *An Ethic of Excellence: Building a Culture of Craftsmanship With Students*. NH: Heinemann.

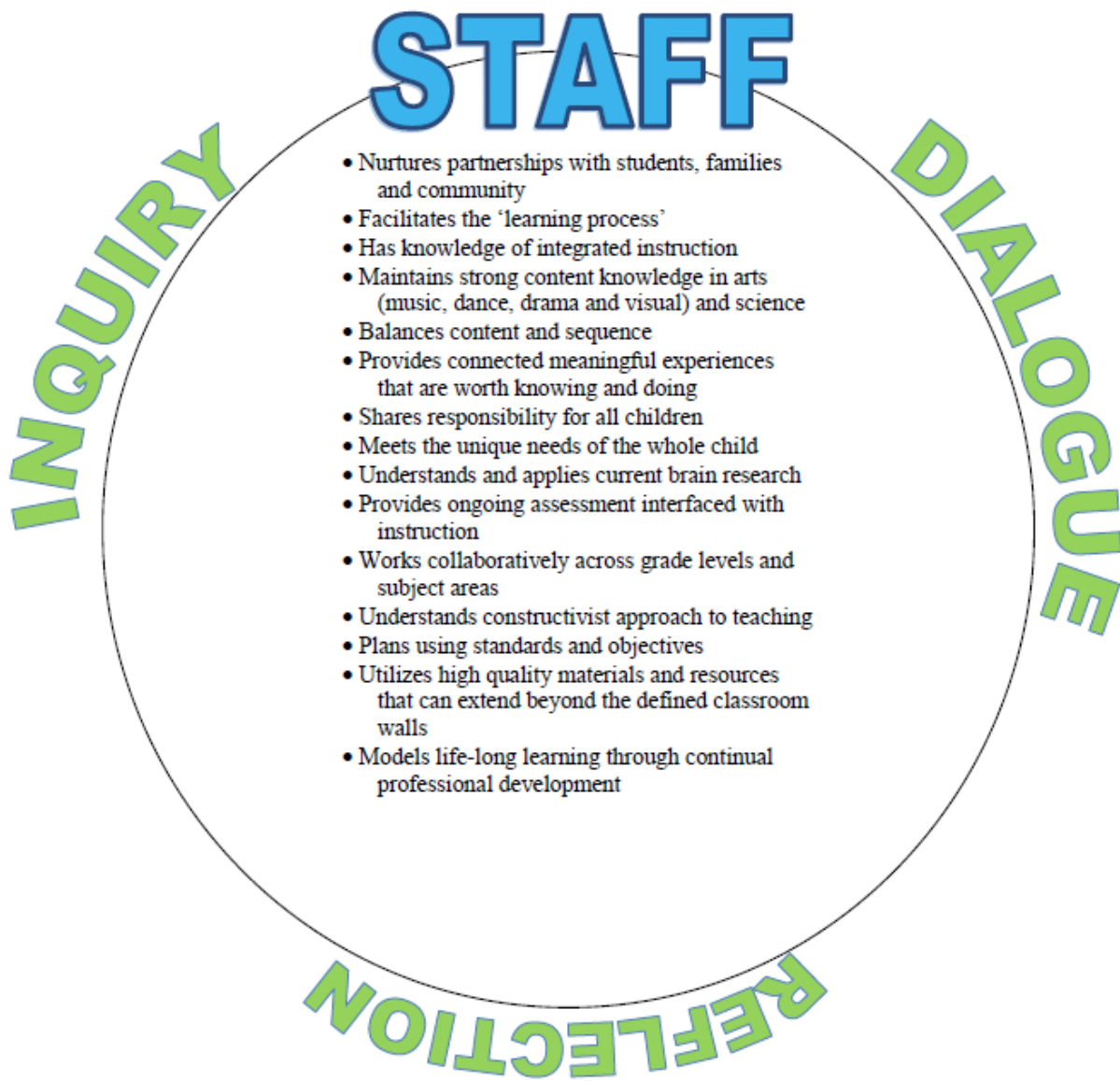
Constantino, S. (2003). *Engaging All Families: Creating a positive school culture by putting research into practice*. UK: First Rowman and Littlefield Education.

Bailey, Dr. Becky. (2015). *Conscious Discipline: Building Resilient Classrooms*. FL: Loving Guidance, Inc.

III. Responsibilities of our Community of Learners
Students, Staff, Families, Community







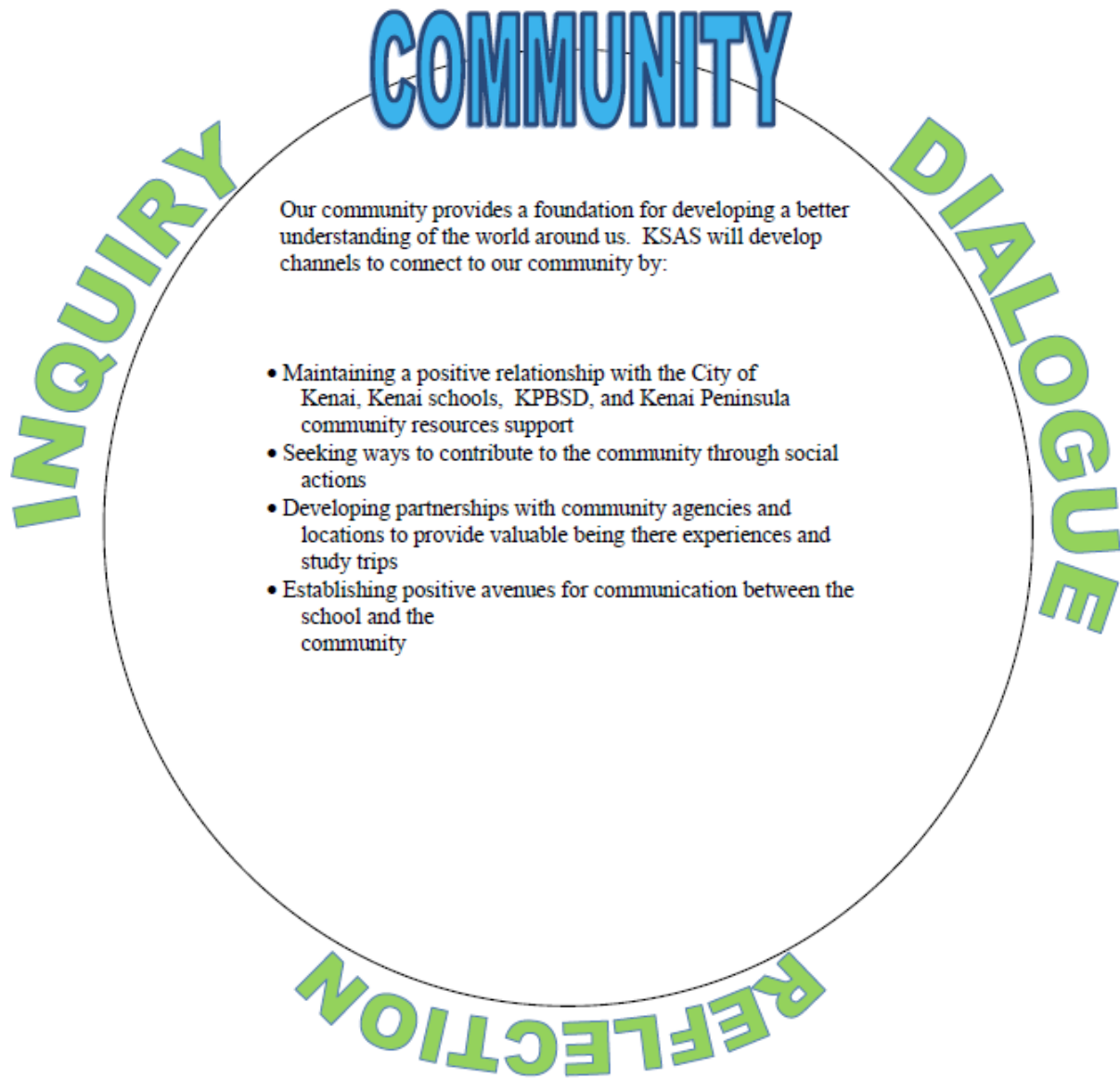
FAMILIES

INQUIRY

DIALOGUE

- Learn to facilitate learning process
- Participate in concerts, classroom celebrations of learning, study trips, social action
- Support Lifelong Guidelines and Lifeskills
- Attend meetings
- Maintain regular attendance
- Seek ways to connect and volunteer within the school community
- Understand the importance of arts and science in our school
- Are encouraged to share and contribute their expertise connected to learning
- Support learning by having child/ren complete daily assignments and staying informed of school events

REFLECTION



IV. Employee Positions

The school staff will include a

- contract administrator
- classroom teachers proportionate to meet the staffing ratio, Charter Application, Section 11
- part time to full time music teacher/collaborator
- part time to full time science and/or arts collaborator
- part time to full time nurse

Additional staff may include

- part time to full time reading specialist
- part time to full time physical education teacher
- part time to full time secretary
- part time to full time custodian
- part time to full time librarian

The APC will hire the administrator with the hours and terms of contract to be determined by the APC with advice from the instructional staff. The administrator must possess a Type B Certificate from the State of Alaska. Support staff such as secretary and custodian may be hired according to a ratio defined by the APC, or a steering committee designated by that body, using district allocation standards as a guide, and as budget constraints allow.

The scope and number of positions for KSAS will be determined as the budget allows. Other staff may be contracted to provide additional services and enrichment according to the needs of the school. The APC will oversee the hiring process in a way that allows the school to flourish and grow according to the mission and philosophy of the Kaleidoscope School,

State statute governs transfers of employees into a charter school. The negotiated agreement will cover all hiring procedures and will be in line with KPBSD negotiated agreement.

The contract administrator will meet with the APC each spring to outline staffing and budget for the following school year.

All hiring will be the responsibility of the contract administrator. A school hiring committee will be used to interview all new certified applicants for positions.

The interviewing team for hiring certified applicants will include the administrator, certified staff and parents. The interviewing team for hiring support staff will include the administrator and at least one staff member.

After the interview process, the hiring committee will make recommendations to the contract administrator. The administrator will make final decision. All openings will be advertised through the Human Resources office of the Kenai Peninsula Borough School District. KSAS employees are KPBSD employees and all state and federal laws apply to the hiring process.

As a hiring guideline, we would expect Kaleidoscope School staff to embrace the vision reflected in the school mission. All potential staff members, support and certified, should model what we intend to accomplish through respect for the dignity of the child, collaborative teaching and high valuation of the arts and sciences. Applicants should be committed to the philosophy of infused arts and experiential science. For certified staff, additional certifications may be required as the school moves forward in modeling excellence in education. The certified staff of the Kaleidoscope school must be willing and able to participate in planning, performance, and student activities. All certified staff should possess a willingness to participate in continuous training in areas including:

- Collaboration and Curriculum Integration
- Visual Arts
- Music and Movement, including Orff training
- Science and Technology
- Best Practices and Developmentally Appropriate Practice

The contract administrator and certified staff will, each year, develop a staff development plan outlining training requirements and timelines along with associated costs. The APC may make additional recommendations for areas of Professional Development. As Charter School regulations are designed to promote excellence in education, continuous professional development will be an important strand in the Kaleidoscope School of Arts and Science.

V. Admission and Enrollment Policies

Enrollment Procedures for Kaleidoscope Charter School

1. Administrator provides the APC considerations for total number of students prior to October 1st.
2. APC sets enrollment number and provides the enrollment figure for the following school year to the District by October 1st of the current school year.
3. APC approves total number of students assigned to each grade level.
4. Administrator determines how many projected slots are reserved (currently enrolled students and sibling preference).
5. Registration period occurs with notice to the public by a newspaper advertisement used by all KPBSD charter schools to announce the application period and lottery dates. Additionally, advertisement of our lottery will be communicated through multiple media sources.
6. If there are more applicants than slots available, the lottery is held.

Lottery Procedures

1. The number of open slots is verified for each grade level
2. Applicants are divided by grade level
3. Children of certified staff (.5 FTE or greater) will be given preference and students are placed at time of hire. This may impact student to teacher ratio,
4. Sibling preference applicants are placed in slots available. If slots are not available for teacher or sibling preference children, then a lottery is used to determine waiting list for those children.
Definition of "sibling" from the district attorney's office: *"For purposes of the sibling preference, a sibling is defined as a brother, sister, half-brother, half-sister, stepbrother, stepsister, or foster child who resides in the same household."* per agreement of the District Charter School Oversight Committee on October 17, 2011.
5. Remaining applicants are lotteried. All lotteries are supervised by a local accounting firm. In all lotteries, the amount of bingo balls placed in the spinner corresponds with the number of applicants. Students are listed alphabetically and the first bingo ball drawn is the number assigned for the first student on the alphabetical list. The process continues until all bingo balls are drawn and assigned to a name on the list.

Waiting List Procedures

1. KSAS will maintain a waiting list for each grade level to fill vacant positions.
2. Student remains on waiting list until either enrolled or declines acceptance.
3. Students registering after the school's registration period and lottery will register for the following school year.

4. Applicants not accepting offered positions prior to November 1st will be removed from the waiting list. After November 1st and until the end of the school year, applicants may decline a position and keep their waiting list position but a slot will be offered to the next applicant on the list.
5. If a student withdraws from KSAS, any preference (teacher, staff, sibling) will be removed. The student will need to reapply to participate in the lottery.

Registration Procedures

1. Registration for the upcoming school year will be held in the spring and announced in the common advertisement used by all charter schools.
After the registration period, applicants will be placed on a “late” registration waiting list and will be involved in a second lottery if all the first waiting list students are offered slots.

VI. Facilities

Kaleidoscope School of Arts and Science is located at 549 N. Forest Drive, Kenai, AK. KSAS is housed in the building formerly occupied by Sears Elementary School.

VII. Transportation

KSAS is a school of choice. Parents living in the boundaries of Kenai may have their student ride the already outlined by school bus routes. Parents residing outside of the boundaries of Kenai school bus routes are required to provide transportation to and from KSAS.

VIII. Insurance

All District schools are provided insurance through the Kenai Peninsula Borough insurance and Litigation Fund. The School District pays a share of the premiums to the fund. As with all schools, KSAS is not specifically charged with an allocation of the insurance costs incurred by the School District. KSAS will comply with insurance requirements and policies of the District.

The coverage provided by the Kenai Peninsula Borough Insurance and Litigation Fund includes insurance similar to that provided to public officials for actions of the Academic Policy Committee in carrying out its role in governance of the school.

IX. Budget

As in other District schools, the current method of funding the operation of KSAS is based on enrollment during the count period. A formula is used which allocates eligible District revenues on a per capita basis.

Operating costs of KSAS are typical of other schools in the District. The greatest share of the cost is in personnel. Teachers salary ranges will vary depending on the steps and ranges as determined by the negotiated agreement. Operating costs include building use, supplies, equipment, custodial, telephone and services. Utilities will be a cost for KSAS if operating in a current public school setting. All operating costs are expected to increase with expansion.

KSAS will follow all District accounting procedures and funds will be subject to normal district accounting procedure audits. District budget and accounting system and reports will be used to determine accounting status of KSAS. The APC will review the proposed revenue and expenditures prior to submission of the budget to the District in December of the previous school year.

The KPBSD will provide assistance to KSAS for special education students needing assistance. Special education students may need assistance from a resource teacher, speech and language teacher and/or OT/PT teacher or other services.

X. Discipline Policy

Kaleidoscope’s Behavior and Social Guidelines Discipline Contract

Purpose and Overview

I understand my child attends a school currently implementing the practices contained in *Conscious Discipline*, Lifelong Guidelines and Lifeskills school wide. The behavior guidelines of the model are based upon a commonsense respect for self and others. They provide consistent boundaries and expectations for one’s behavior and performance-now and as an adult. They are thus referred to as “lifelong” guidelines.

Lifelong Guidelines

Trustworthiness
Truthfulness
Active Listening
No Put-Downs
Personal Best

You will discover that these LLG and LS are the basis for interaction among students, between students and adults. The use of *Conscious Discipline* and Lifeskills are the building blocks for success in life. There is no vacation from them. In these models, misbehavior is viewed first as a teaching opportunity rather than as a “discipline” event. This perspective results in high expectations and accelerated student performance in both behavior and academic achievement.

This view of misbehavior does not mean, however, that there shouldn’t be consequences for such behavior. Disrupting class, disrespectful acts or harming another person (physically or verbally) will not be tolerated. Children must learn behaviors that will work in adult life. We all need the opportunity to learn from our mistakes and choose more appropriate strategies to handle similar situations in the future. In this learning model, we rely on our partnership together in our family community. We expect the student, parents of the student and staff to cooperate together to support the student in demonstrating successful behaviors.

I am aware of the following parts of the KSAS Discipline Policy: *Policy*

Every student has the right to a safe education free of disruptive influences. It is, therefore, the responsibility of each student to behave in a manner that enhances the learning environment and to comply with all school procedures. Procedures describe in advance the personal and social behaviors necessary to make a routine activity successful.

Process

The Kaleidoscope School of Arts and Science Charter School discipline policy is a progressive process, which is used throughout the school for all students in grades K-5. The process may involve verbal warnings, reflection sheets, removal from class, meeting with staff and/or school administrator. If these consequences are not effective, a behavior contract will be implemented. The student's age, general behavior, and behavior pattern prior to and following the incident may be factors considered in this process.

Parents are valued contributors to the success of students. Your input is welcomed. Should a behavior contract be devised, parents must participate. Additional information regarding the district discipline policy can be found in the KPBSD Student/Parent handbook.

*After reading, please sign the '**Contract Signature Sheet**' attached to this packet of important information that is kept on file in the school office. Your signature indicates you support our school, your child, understand this contract and its importance.*

Attendance Policy

Kaleidoscope School of Arts and Science Attendance Contract

As a parent(s)/legal guardian(s), I/we understand the importance of consistent attendance for my child. By choosing to have my child attend Kaleidoscope, I understand the expectation for good attendance. I will do my best to insure my child arrives on time and attends school regularly.

I am aware of the following Attendance Policy supported by our school's governing board, the Academic Policy Committee:

KSAS Attendance Policy

Attendance in school is the responsibility of the parent(s) or legal guardian(s) and the student(s). During the times that school is in session, all students up to age 16 are required by law to attend school regularly and to be on time for classes.

If your child will be absent from school, the office must be notified of the absence by a parent or legal guardian. If a student will be absent for 3 or more days, a letter from a parent or legal guardian must be received by the school administrator regarding the absence.

Parents of students who have excessive tardies or absences will be asked to meet with an attendance committee to review attendance patterns. The purpose of the meeting is to discuss with the parent(s)/legal guardian(s) the reasons for tardies and/or absences, to provide a plan for improving attendance and to provide suggestions to assist the family. An attendance plan will be implemented to improve attendance.

Involuntary Absence

Absence for emergencies such as illness or death in the family shall be considered involuntary. Arrangements for make-up work will be made.

Tardy Policy

Late arrivals occur if the student is not in class when the 9:10 a.m. bell rings. Pick-up prior to 3:40 p.m. will be noted as an absence for the remainder of the school day.

Required Alaska State testing (Alaska Measures of Progress-AMP) for elementary students in grades 3, 4, and 5 will occur during the following window from March 26 through April 27, 2018.

After reading, sign the 'Contract Signature Sheet' attached to this packet of important information that is kept on file in the school office. Your signature on the 'Contract Signature Sheet' indicates you as the parent/guardian of the enrolled child agrees to the above contractual enrollment and attendance conditions.

XI. Accountability of the Academic Policy Committee

The Kaleidoscope Arts and Science Charter School Academic Policy Committee shall operate according to the Provisions of AS 14.03.255. The APC may execute any powers designated by law.

XII. Bylaws

(See Appendix C, pages 40-48 for full bylaws)

XIII. Student Placement

Parents will have the opportunity to request a teacher through a Student Placement Form. The parent will provide information about their child's learning style, best classroom environment, and any other important information to assist in appropriate placement.

STUDENT PLACEMENT REQUEST FORM
Due 4/27/18 to the Kaleidoscope Office

Child's Name: _____

Parent/Guardian Name: _____

Date: _____ Current Teacher: _____ Grade for 2018-2019: _____

- Please list the attributes you are looking for in your child's classroom, environment, and teaching style for a potential teacher. Please list other information about your child that you believe is important for us to know about your child's learning needs:

NOTE: We cannot guarantee your placement request due to the many factors involved in student placement. Please be advised that an incomplete form will NOT be considered nor will we accept negative comments.

Please understand filling out a request does not ensure placement in a particular class. Here is a list of criteria used in making class placements for next year. Placement is accomplished through collaboration between the sending teacher to the receiving teachers with review by administration.

1. Special Education Concerns (confidential)
2. Class Size
3. Gender Balance
4. Learning Partner
5. Student Learning Style
6. Teacher Teaching Style
7. Friendships – positive/negative
8. Discipline Concerns (confidential)
9. Siblings
10. PARENTAL REQUEST
11. Necessary Role Models
12. Previous Class Assignments

The school will release information regarding classroom assignments immediately prior to the start of the 2018-2019 school year.

Parent Signature

Date

2017-2018 Homeroom Teachers

Katie Abraham	Jan Darch	Nicole Shelden
Lisa Atchley	Kim Fields	Kelli Stroh
Sara Boersma	Cindy Hurst	Stacy Tronnier
Susan Cooksey	Ryan Lundstrom	Robyn Zinszer

XIV. History of Kaleidoscope

History of Kaleidoscope

In the early months of 2003, several members of the Sears Elementary staff, with its long history of innovative models, began the journey that eventually led them to the creation of a charter school. Sears Elementary had always been devoted to best educational practice and developmentally appropriate instruction. The commitment to excellence exhibited by the Sears staff extended over several decades. All of the foundational pieces of KSAS started here:

- the arts, and discipline-based arts instruction supported through Professional Development for staff and artist residencies
- Literacy as the means to connect learning to the real world for all children.
- Orff philosophy

This group of innovators (MK Knudsen, Elaine Larson, Laurie Cowgill, Kelli Stroh, Nicole Shelden, Mick Wykis, and Barb Ralston) began to look at ways to increase enrollment at Sears Elementary. Work began to develop magnet classrooms to meet the needs of the community. Based on the strong, positive response, two magnet classrooms were created for the 2003-04 school year:

- Kaleidoscope Arts Magnet classroom
- Discovery Science Magnet Classroom

As education increasingly looked at standardized test scores as a measure of success, the magnet team wanted to continue the focus on literacy and the higher order thinking skills required when engaged in quality arts and science inquiry experiences. The decision to write the charter was based on this philosophical perspective: that standardized test scores were good at identifying the demographics of your school, and if a school was teaching to the test. The goal of the founders of Kaleidoscope was to create something deeper and more meaningful for students--schooling that would lead children to the skills to live a full and meaningful life in a democratic society. The team felt that the best course to achieve this goal of focus on the whole child, not just the acquisition of memorized information, was to create an alternative—a Charter School. The foundational tenants of the charter application were

- Research in developmentally appropriate practice for children
- Education of the whole child
- The arts as equal in value to core content
- The arts as a valid and useful form of literacy and communication
- Inquiry Science driven by a child's natural interest in nature

- “Specialist” teachers or collaborators (Music, Library, Science): teaching partners for meaningful integration of curriculum, supported through collaboration.
- Encouraging a demographically diverse population by providing free and reduced lunch, bussing and free breakfast.

Cornerstones of the KSAS process include:

- Orff-Schulwerk (Music for Children)
- AAAS Project 2061 Benchmarks
- Total Literacy (Sue Snyder)
- Best practice techniques from HET (Susan Kovalik)
- Constructivist Practice
- Hands-On Learning
- Shared Leadership Model

The work on this Charter began in December 2003 in various staff homes. After a whirlwind of intense work, the Charter was presented to the Kenai Peninsula School Board in February of 2004. In March of 2004, the Alaska State Board of Education approved the charter application for Kaleidoscope School of Arts and Science. In August of school year 2004-05, Kaleidoscope opened its doors to 88 students in four classrooms. Later, as enrollment increased, classroom space was rented in a local mall to house 2 classrooms (2006-2007) Our state legislators put pressure on the district to find space within existing schools as district numbers dwindled and empty classrooms abounded. In the beginning of the school charter, Kaleidoscope School of Arts and Science shared space with Sears Elementary. This eventually became the home for Kaleidoscope as a sole tenant as the district combined a number of schools in the district, including Sears Elementary and Mt. View Elementary. Now Kaleidoscope had room to grow. Each year, the APC board, under the direction of staff and families, began adding grade levels until the school was a K-6 alternative educational opportunity for the Kenai-Soldotna area.

As a Charter school, Kaleidoscope School of the Arts and Science began operation as uniquely different from neighborhood schools. Points of uniqueness include, but are not limited to:

- A group of teachers, parents, and community members oversee the school and are involved in all decision making.
- The curriculum is presented in thematic concepts over the course of the day as well as the year. Subjects are not taught independently.
- Language Arts, Reading, and Math are taught through integration with Science, Music, and Visual and Performance art.
- All teachers work in collaboration with each other and with specialists.

- The focus of the school, including budget and professional development, will revolve around Science, the Arts, and models used to support a holistic view of childhood.
- While the district model might change with administrative decisions, the Charter School model can only change through re-writing of the Charter. This is why the Charter School model was chosen, as a way to protect a uniquely different model to serve students that might not flourish in a traditional educational experience.

Kaleidoscope Year 1 (2004-05):

- 88 students, 4 classrooms
- Grades 1 & 2: Nancy Lafferty, MK Knudsen, Kelli Stroh, Nicole Shelden
- Half time collaborative/ integration specialists: Laurie Cowgill (science and library, Elaine Larson (music, drama & movement)
- Other specialist: part-time physical education, Cyndi Romberg

We shared special services staff, office staff, custodial and nursing with Sears during this year.

Kaleidoscope Year 2 (2005-06):

- 110 students, 5 classrooms
- Third grade was added because of very strong interest on the part of parents of second graders.
- Five teachers in Grades 1,2, & 3: All of the above plus Chris Casiano

Kaleidoscope Year 3 (2006-07):

- 159 Students, 7 classrooms
- Mick Wykis became our part-time principal

We added Kindergarten and 4th grade, again because of strong interest by parents. We no longer had access to enough rooms for this number of students at Sears so rental space was found in the Willow Street Mall. This monumental project was lead by Jacquie Steckel, and required a great deal of effort from staff and parents for success.

- Kindergarten: Eileen Bryson
- Kindergarten/1st grade: Nancy Lafferty
- Grades 1, 2, 3: MK Knudsen, Chris Cassiano, Sara Boersma
- Grades 3 & 4: Kelli Stroh, Nicole Shelden

Laurie Cowgill became a full-time specialist in library and science; Elaine Larson was still half time at Sears and Kaleidoscope; Cyndi Romberg served both schools in PE.

At the end of 2006-07, The "Kenai Conversations" began—a series of meetings on the future of Sears, and Mountain View as enrollment in neighborhood schools continued to decline. Eventually the School Board closed Sears Elementary. Sears and Mountain View combined into one school at the Mountain View Site, and Kaleidoscope became the sole occupant of the current building. Again, many hours of volunteer time by staff and parents made this successful.

Kaleidoscope: Year 4 (2007-08):

- 196 students, 9 classrooms
- Kindergarten: Sara Boersma and Eileen Bryson (two classes at 18 students each)
- Grade 1 & 2: MK Knudsen, Chris Cassiano, Nancy Lafferty
- Grades 3: Nicole Shelden & Kelli Stroh
- Grades 4 & 5: Joy Harper & Cindy Hurst

We were all located at Sears Building. 5th grade was added because of strong parent request. We changed kindergarten into two classes of 18 each. Elaine Larson became a full-time specialist/integration specialist. No longer able to share support staff with Sears, we began to hire our own custodial, nursing, aide, and special services positions. A full time nurse was added temporarily, although our numbers were below district standards for full-time nurse.

Kaleidoscope Year 5 (2008-09):

- 239 Students, 10 classrooms
- Kindergarten: Sara Boersma and Eileen Bryson
- Grades 1 & 2: MK Knudsen, Nancy Lafferty, Nicole Shelden
- Grades 3 & 4: Kelli Stroh, Dave Knudsen, Cindy Hurst
- Grades 4/5: Joy Harper
- Grades 5/6: Julie Stephens
- Music: Elaine Larson
- Science/Library: Laurie Cowgill
- 2 Full Time Instructional Aides: Susan Rorrison, Barb Soderstrom
- 1 Part Time Library Aide: Renee Bible

After much discussion by the APC, with community input from KMS and other interest groups, it was decided to add 6th grade, again, largely because of very strong parental desire. Dave Schmidt was added as a contracted band teacher in the mornings so that Elaine would have more music time with classrooms.

Kaleidoscope Year 6 (2009-10):

We added one more classroom teacher to make the 5/6 rooms mirror the others—

- 252 Students, 11 classrooms
- Kindergarten: Sara Boesma and Eileen Bryson
- Grades 1 & 2: Kim Fields, Nancy Lafferty, Nicole Shelden
- Grades 3 & 4: Kelli Stroh, Dave Knudsen, Cindy Hurst
- 5th grade: Joy Harper
- 5th grade: Marianne Kasch hired
- 6th grade: Julie Stephens
- Science/Reading Specialist: MK Knudsen
- Science/Library: Laurie Cowgill
- Music: Elaine Larson
- Gym Teacher increased from .5 to .6 * Maria Calvert
- 3 Full Time Instructional Aides: Debbie Boyle, Susan Rorrison, Barb Soderstrom
- 1 Part Time Library Aide: Renee Bible

* The school had now grown to a size that was making the collaboration model difficult to achieve. It was decided, after much reflection, to increase the gym position from .5 to .6 to support the integration and collaboration model by using the gym teacher to provide quality instructional coverage during collaboration times. It is important to note that the increased position was solely to accomplish the mission of Kaleidoscope.

Kaleidoscope Year 7 (2010-11):

- 252 Students, 11 classrooms
- At the end of the year, Mick Wykis retired.

- Kindergarten: Sara Boersma and Robyn Zinzer
- Grades 1 & 2: Nicole Shelden, Kim Fields, Nancy Lafferty
- Grades 3-4: Kelli Stroh, Jan Darch, Dave Knudsen
- Grades 5: Joy Harper,
- 5/6 Marianne Kasch
- Grade 6: Julie Stephens
- 3 Full Time Instructional Aides: Debbie Boyle, Susan Rorrison, Barb Soderstrom
- 1 Part Time Library Aide: Renee Bible

Laurie Cowgill continued in half-time science and half-time library; MK Knudsen became a half-time reading specialist and half-time science teacher; Elaine Larson continued in role of music/arts specialist

Kaleidoscope Year 8 (2011-2012):

- 252 Students, 11 classrooms
- Same configuration as above except Grades 5-6 were multiage with Marianne, Julie and Joy
- Robin Dahlman became the first full-time principal.
- MK Knudsen became the full time science specialist.
- Laurie Cowgill continued half-time librarian.
- Gym increased to .7
- 3 Full Time Instructional Aides: Debbie Boyle, Susan Rorrison, Barb Soderstrom
- 1 Part Time Library Aide: Renee Bible

Kaleidoscope Year 9 (2012-2013):

- 252 Students, 11 classrooms
- MK and Elaine retired at the end of the year. Marianne Kasch left and also Maria Calvert. The classroom configuration remained the same as year 8
- MK Knudsen: Interventionist/Reading Specialist
- New Full Time Science Teacher: Jason Leslie
- New 4th grade teacher: Amy McGuire
- 3 Full Time Instructional Aides: Debbie Boyle, Susan Rorrison, Barb Soderstrom
- 1 Part Time Library Aide: Renee Bible

Kaleidoscope Year 10 (2013-2014):

- 252 Students, 12 classrooms
- New 5th/6th grade teacher: Andrea Hackbarth
- New ½ teacher : Lisa Atchley
- New music teacher: Crista Cady
- New .7 PE teacher: Heidi Renner
- 3 Full Time Instructional Aides: Debbie Boyle, Susan Rorrison, Barb Soderstrom
- 1 Part Time Library Aide: Renee Bible

We were finally able to fulfill the desire to lower the class size to 18 in grades 1 & 2 by adding another teacher. The whole school except for Kindergarten became multi-age classes.

Kaleidoscope Year 11 (2014-2015):

- 252 Students, 12 classrooms
- 5th/6th grade teacher: Julie Stephens
- 5th grade: Cindy Hurst
- 4th/5th: Joy Harper
- 3rd/4th : Kelli Stroh, Jan Darch, Ms. Maguire
- 1st/2nd: Nicole Shelden, Nancy Lafferty, Kim Fields, Lisa Atchley
- Science: Jason Leslie
- Library: Laurie Cowgill (part time classified)
- Music: Crista Cady
- P.E.: Todd Boonstra (New)
- 3 Full Time Instructional Aides: Debbie Boyle, Susan Rorrison, Barb Soderstrom
- 1 Part Time Library Aide: Renee Bible

1st and 2nd grade class size went up to 20 students.

Kaleidoscope Year 12 (2015-2016):

- 252 Students, 12 classrooms
- 5th grade: Cindy Hurst, Jason Leslie
- 3rd/4th : Kelli Stroh, Jan Darch, Ryan Lundstrom, Stacy Tronnier

- 1st/2nd: Nicole Shelden, Dawn Grimm, Kim Fields, Lisa Atchley
- Science: Joy Harper
- Music: Crista Cady
- ½ Library, ½ Interventionist: Chris Jenness
- P.E.: Todd Boonstra
- 3 Full Time Instructional Aides: Debbie Boyle, Amy Adcox, Barb Soderstrom
- 1 Part Time Library Aide: Renee Bible
- 1st/2nd grade class size went up to 22 students.
- 3rd/4th grade class size went down to 22 students.
- The APC voted to eliminate 6th grade and we were now K-5, with one more ¾ classroom.
- Kaleidoscope School earned the National Blue Ribbon School Award.

Kaleidoscope Year 13 (2016-2017):

- 256 Students, 12 classrooms
- 5th grade: Cindy Hurst, Katie Abraham (43)
- 3rd/4th : Kelli Stroh, Jan Darch, Ryan Lundstrom, Susan Cooksey (89)
- 1st/2nd: Nicole Shelden, Stacy Tronnier, Kim Fields, Lisa Atchley (88)
- Science: Joy Harper
- Music: Crista Cady
- ½ Library, ½ Interventionist: Dawn Grimm
- P.E.: Todd Boonstra
- 3 Full Time Instructional Aides: Debbie Boyle, Amy Adcox, Rochelle Brenner
- 1 Part Time Library Aide: Stacy Crouse

Kaleidoscope Year 14 (2017-2018):

- 264 Students(Estimated), 12 classrooms
- 5th grade: Cindy Hurst, Katie Abraham
- 3rd/4th : Kelli Stroh, Jan Darch, Ryan Lundstrom, Susan Cooksey
- 1st/2nd: Nicole Shelden, Stacy Tronnier, Kim Fields, Lisa Atchley
- Science: Joy Harper
- Music: Crista Cady
- ½ Library, ½ Interventionist: Dawn Grimm
- P.E.: Todd Boonstra
- 3 Full Time Instructional Aides: Debbie Boyle, Rochelle Brenner

- 1 Part Time Library Aide: Stacy Crouse

Kindergarten class size went up to 20 students.

Appendix F

Instructional Program

The mission of Kaleidoscope School of Arts and Science (KSAS) is to educate the whole child through integrated arts and science to nurture meaningful learning. Kaleidoscope is a community of learners who value the processes of inquiry, dialogue and reflection. Students, staff, families and community members cooperate to provide a safe, nurturing and enlightening learning environment. Deep knowledge and understanding are fostered through the integration of arts and science. The school culture emphasizes the development of citizenship skills. These citizenship skills are facilitated and practiced in authentic situations within the school and the local community. KSAS is a unique charter school in that it provides innovative instruction focusing on student achievement, creative problem solving, life-long learning and parent involvement. KSAS focuses integrated lessons in science and the arts by adhering to the philosophy that students learn best through hands-on practice. With the arts and science as the cornerstone, the KSAS community nurtures life-long learners and inquirers. The name Kaleidoscope is a significant reflection of how the KSAS community uses multiple lenses to create understanding. The foundation for student learning at KSAS is built upon the 21st Century Goals for Schools: Collaboration, Communication, Creativity and Critical Thinking. Every day, educators at KSAS pursue these goals through teamwork, integration of the arts and science and inquiry, honoring process over product. This consistent and intentional focus on higher order thinking, innovation and imagination, integrated with the arts and science, increases learning and connections with the real world.

In addition, fostering positive attitudes and behaviors is crucial to everyone's success at Kaleidoscope. Programs from *Highly Effective Teaching* (Kovalik, 1992) integrate Lifeskills and Lifelong Guidelines (see Tables 1 and 3) to enrich content area curricula and promote student growth and progress towards KSAS and KPBSD goals, as well as The New Alaska State Standards and the National Standards. These life skills and lifelong guidelines programs cycle around to constantly teach students to take personal responsibility for their own learning while accomplishing local, state and national targets (see Table 5). The KSAS curriculum is based on two models for integrated curriculum that support inquiry and thinking processes: *Integrate with Integrity* (Snyder, 1996) *Total Literacy*, (Snyder, 1999) and *Highly Effective Teaching* (Kovalik, 1992). (See Table 1) A four-year cycle of yearlong themes provides the content for integration(see Table 2). The conceptual key points (see Table 2) provide the conceptual foundation for all curriculum integration. *Total Learning: Twenty Multi-sensory Strategies*, also developed by Dr. Snyder, is used by classroom teachers to infuse all of the arts in the curriculum on a weekly basis. Curriculum is integrated through the arts and science on a daily basis. KSAS educators plan together to develop instructional units via year-long themes unified

by conceptual key-points on a four-year rotation. (see Table 2). Teachers and the science and arts specialists at KSAS have strong knowledge of concepts, skills and standards in each area of the curriculum. They meet weekly to refine lessons, to deepen integration across the disciplines and to plan instruction and assessment. Current brain research reminds us that the brain seeks patterns and complexity. Subject matter is far more memorable when it is encountered within broad integrated units about topics that matter in the world. For that reason, students at KSAS explore concepts and themes through the arts and each content area, focusing on complexity and patterns. This type of learning allows students to examine new ideas and opinions and probe beyond fact gathering. This learning process does not emphasize finding final answers. Rather, learners naturally develop questions to pursue future investigations. The process of inquiry, dialogue and reflection is central to the KSAS philosophy. This dynamic process is based on the belief that understanding is constructed in the process of people working and conversing together as they pose and solve problems. This process is interconnected and fluid. Learners move back and forth between inquiry, dialogue and reflection to devise new questions, understandings and perspectives. This learning process is based on the constructivist idea that children learn best by questioning and examining new experiences with old (inquiry), collaborating in the process(dialogue), and re-examining and restructuring their views (reflection). In an integrated thematic unit, a broad theme or concept is chosen which cuts across disciplines, so each content area or intelligence can explore the theme in a meaningful way. The integrity of each discipline is maintained. Application and synthesis of ideas from one discipline to another is encouraged, leading students to develop deeper understanding and critical thinking through comparing and contrasting of ideas. This integration may be topical, such as a unit on “The River”, or it may be based on a conceptual keypoint such as “systems.” Maintaining integrity and rigor in each discipline is a core belief and is vital for success. Thinking across disciplines to form generalizations is encouraged and fuels more investigations and further inquiry. The conceptual key points on which yearlong themes are based rotate on a two-year cycle which keeps ideas and learning fresh, while increasing depth of understanding. Investigation and questioning of conceptual key points form the heart of this model. Teaching at KSAS is intentional. The teacher scaffolds and guides to ensure that all students are engaged in the learning process. A constructivist teacher minimizes the teacher-as-authority figure, to the greatest extent possible, and becomes a facilitator and guide in the process. It includes validation of the whole child and reciprocal respect. The process depends on understanding how children reason, their developmental stages and what misconceptions they often come with. This is so tricky because children are not mini-adults, and they think and reason differently, depending on their developmental stages, which are transient. KSAS believes children learn in different ways and at different rates. Learners thrive when instruction builds on their strengths and interests. Therefore, the teaching philosophy and instructional practices at KSAS explicitly honor and capitalize upon the various ways people observe, process and

communicate in our world. Hands-on instructional engagements that develop thinking across disciplines and intelligences are critical to the KSAS model and the success of all learners.

TABLE 1: Integration web

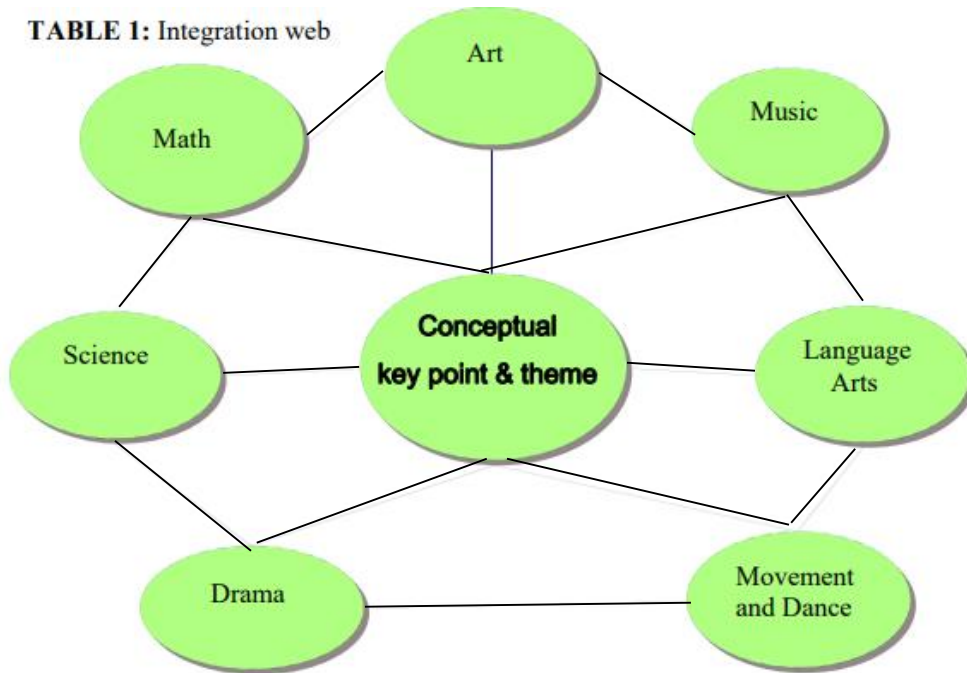


TABLE 2: Two-year Rotation of Conceptual Key Points

	<i>Grades K-2</i>	<i>Grades 3-4</i>	<i>Grade 5</i>
<i>Year 1</i>	<i>Patterns</i>	<i>Balance</i>	<i>Systems</i>
<i>Year 2</i>	<i>Changes</i>	<i>Discovery</i>	<i>Diversity</i>
<i>Year 3</i>	<i>Patterns</i>	<i>Balance</i>	<i>Systems</i>
<i>Year 4</i>	<i>Changes</i>	<i>Discovery</i>	<i>Diversity</i>

TABLE 3: The Nine Body/brain-Compatible Elements

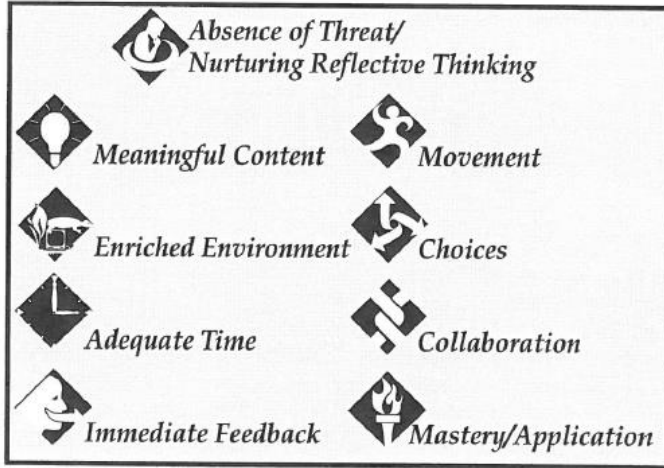


TABLE 4: 5 Lifelong Guidelines and supporting 18 Life Skills (Susan Kovalik)

Lifelong Guidelines

- Trustworthiness
- Truthfulness
- Active Listening
- No Put-Downs
- Personal Best

Lifeskills

Caring, Common Sense, Cooperation, Courage, Creativity, Curiosity, Effort, Flexibility, Friendship, Initiative, Integrity, Organization, Patience, Perseverance, Pride, Problem Solving Resourcefulness, Responsibility, Sense of Humor

TABLE 5: Monthly School Events

August

- Kindergarten Screenings
- APC Meeting
- Meet the Teacher Night/Barbecue
- Volunteer Training Meeting
- PTA Meeting
- Band Information Meeting
- Teacher Inservice

September (continued)

- All grades Curriculum Night
- Grade Level Fall Study Trips
- Afterschool Clubs
- Family Fun Event
- PTA Meeting
- Kindergarten Parent Training
- Kindergarten Connections Potluck
- Community Guest Speakers

September

- APC Meeting

October

APC Meeting
 End of Quarter Celebrations
 Book Fair
 Social Action
 PTA Meeting
 Community Guest Speakers
 Family Fun Event
 Grade Level Fall Study Trips
 Teacher Inservice
 Fall Clubs continue
 1st/2nd Grade Plays

November

APC Meeting
 PTA Meeting
 Social Action
 Community Guest Speakers
 Family Fun Event
 Begin Christmas Drive/Food Drive
 Parent/Teacher Conference

December

APC Meeting
 PTA Meeting
 Social Action
 Family Fun Event
 Teacher Inservice
 Community guest Speakers
 End of Quarter Celebrations
 Grades 1-5 Christmas Program
 Christmas Drives continue
 Band Concert

January

APC Meeting
 PTA Meeting
 Social Action

January (continued)

Family Fun Event
 Teacher Inservice
 Community guest Speakers
 Winter Study Trips

February

APC Meeting
 PTA Meeting
 Social Action
 Family Fun Event
 Teacher Inservice
 Community guest Speakers
 Winter Study Trips
 Link Up Recorder Concert
 Battle of the Books
 Parent/Teacher Conferences
 Book Fair
 Kindergarten Connections Potluck
 Volunteer Appreciation Tea

March

APC Meeting
 PTA Meeting
 Social Action
 Family Fun Event
 Teacher Inservice
 Community guest Speakers
 End of Quarter Celebrations
 Science Night/ 3-4 Grade Plays
 Dare Graduation
 Spring Study Trips

April

APC Meeting
PTA Meeting
Social Action
Family Fun Event
Teacher Inservice
Community guest Speakers
Spring Study Trips
State Testing
Kindergarten Concert

May

APC Meeting
PTA Meeting
Social Action

TABLE 6: Study Trips

K

Bishop’s Beach Homer
Wildlife Refuge
Challenger Center
Charis Place Assisted Living

First/Second

Ridgeway Farms
Island and Oceans Center
Russian River
Forget-Me-Not Retirement Care
Ice Skating
Hospital
Wildlife Conservation Center
Homestead Historical Museum

Third/Fourth

Yukon Island/Homer
Seward Sealife Center(overnight)

May (continued)

Family Fun Event
Teacher Inservice
Community guest Speakers
Spring Study Trips
End of Quarter Celebrations
Fifth Grade Promotion
Bike Rodeo
Science Camp
PE Field Day
Fifth Grade Play
Band Concert

Exit Glacier
City of Kenai(Willow Street)
Anchor River(Salmon Egg Take)
Salmon Celebration/Egg Release
Wynn Nature Trail
Challenger Center
Old Town Kenai/Visitor’s Center
Captain Cook Park
Kenai River Clean Up

Fifth

Exit Glacier
Kenai Fjords Boating Trip
Ice Skating
Kenai Wildlife Refuge
Triumvirate Theatre
Islands and Oceans Center
Hospital
Pratt Museum
Library
City Hall
Police and Fire Department

Being There Locations

Kenai Beach
Tsquit sat nu Creek
KSAS Nature Trail
Charis Place Retirement Center
School Bus

Social Action Examples

Invasive Weed Pull
Food Drive
Needy Family Fundraiser
Storm Drain Labels on neighborhood streets
Community Trash Clean Up
Tree Care Signs
Survival Emergency kits
Text/Drive Informational Posters
Nature Trail Trash Cans

Content Area Overviews

The following is a summary of content areas through which concepts are learned and instruction is delivered at KSAS. These specifics are intentionally and coherently structured to develop rich content knowledge within and across grades. The skills and standards for this foundation are provided and informed by KSAS developed curricula, KPBSD curricula, The Alaska State Content Standards, GLEs and National Standards.

The Arts

At KSAS, we believe that creative expression develops higher level thinking and deeper application of skills. When children learn through the arts they socially acceptable behavior which contributes to creating a civil, joyful learning community. The Arts include: Movement and Dance, Drama, Music and Visual Arts.

As a testimony to its commitment to arts education, the KSAS staff developed the KSAS Art Curriculum Guide under the guidance of an artist and art education consultant. It is unique and exceptional in that it goes far beyond the typical. The KSAS Art Curriculum Guide was published in 2012.

Community Partnerships have existed with many, varied arts groups and will continue to grow. Kenai Peninsula Orchestra, Kenai Visitors and Cultural Center, Kenai Fine Arts Center, and the Kenai Performing Arts Society, Kenaitze Indian Tribe have contributed to KSAS Arts program in the past.

Movement and Dance

The dance/ movement program at KSAS nurtures students' natural affinity for movement by developing students' kinesthetic and spatial intelligences, providing opportunities for self-expression and problem solving, supporting creative and critical thinking, and fostering aesthetic appreciation. Dance/ Movement at KSAS is taught using a conceptual approach where the dance concepts of time, space, energy/ force (also called 'effort'), and body are integrated into the curriculum, especially science and the arts, allowing students to develop a deep level of interdisciplinary understanding. Dance/ Movement at KSAS is brain compatible, meaning lessons are designed with the child's physical, emotional, and brain development in mind, thus maximizing each student's full potential. Dance Movement/ lessons may include structured improvisations, opportunities for students to create dances individually and in small groups, dance technique/ motor skill development, folk dances, and dance/ movement songs and games. Dance and Movement instruction is guided by national, state, district and school standards, but emphasis is placed on the variety of sources that provide rich, meaningful, connected learning opportunities across all curricular areas. Resources may include, but are not limited to:

Gilbert, A. (2006). Brain- compatible dance education. Virginia: National Dance Association.
Gilbert, A. (1992). Creative dance for all ages. Virginia: National Dance Association. Gilbert, A. (1977). Teaching the three R's through movement experiences. Minnesota: Burgess Publishing Company. Snyder. Susan (1999). Total Learning Music Resources for Dance/ Movement include, but are not limited to: Music for Creative Dance, Volumes 1-4, by Eric Chappelle Brain Dance, by Eric Chappelle Multicultural Folk Dance Treasure Chest (Volumes I and II) by Christy Lane Shenanigans (all volumes)

Music

The KSAS music curriculum, written and published in 2013, centers around the philosophy of Orff-Schulwerk. (Music for Children). This approach is based on the central idea that music, movement, and speech form an inseparable unit. In Orff, speech refers to the spoken and sung word and may include rhyme, poetry, drama, song and story. The Orff process of imitation, exploration and improvisation is complementary to the KSAS learning process of inquiry, dialogue and reflection. Skills and concepts are spiraled through the grade levels around the elements of melody, rhythm, harmony, form and timbre. Singing, speech, body percussion, pitched and non-pitched instruments, listening activities, reading notation, movement, and drama are used in developmentally appropriate ways through the curriculum and grade levels to teach concepts and skills. The music curriculum is integrated within classroom thematic units and/or the conceptual keypoints, while maintaining the integrity of the music itself. Music

instruction is guided by national, state, district and school standards, but emphasis is placed on the variety of sources that provide rich, meaningful, connected learning opportunities across all curricular areas. Materials, activities and songs are chosen for their quality and for their embedded skills and objectives. Resources may include, but are not limited to: Music for Children, Orff/Keetma; traditional rhymes and folk songs; classroom materials and multiple musical instruments.

Drama

The drama curriculum centers on creative drama, an approach that allows and encourages children to create their own scripts or lines. Drama includes the use of voice and body as a way of communicating thoughts, ideas and emotions. Activities can include improvisational activities as well as Readers Theatre, story-telling, script-writing, roleplaying, mime, as well as creating simple costumes, sets and sounds to enhance the performance. Materials from stories, folk tales, rhymes and poems, as well as drawn the thematic units that the children are studying. Drama instruction is guided by national, state, district and school standards, but emphasis is placed on the variety of sources that provide rich, meaningful, connected learning opportunities across all curricular areas. Resources may include, but are not limited to:

Total Learning, Susan Snyder. High quality literature, classroom materials, media.

Visual Arts

The visual arts are a vehicle for investigations and connections across disciplines in and out of the classroom. The visual arts program at KSAS follows the philosophy and practice of the Discipline Based Art Education (Getty Institute). Important components of DBAE are: creating and producing works of art; the study of historical and cultural roles of art works/images; aesthetic scanning; critique of art according to criteria ; and the study of beauty and meaning in one's own and other's works of art. These components are taught in their own right and for their own sake and are further integrated into and throughout the curriculum. Imaginative and critical thinking are taught and practiced to produce original art, learn skills and techniques in order to create in the following mediums and areas of artistic expression: Drawing, Painting, Print Making, Collage, Sculpture, Fiber Arts, Artist Study Arts instruction at KSAS is guided by national, state, district and school standards, and the KSAS Art Curriculum. Emphasis is placed on the variety of sources that provide rich, meaningful, but connected learning opportunities across all curricular areas. Resources may include, but are not limited to: ProjectARTiculate.org; ARTsedge.kennedycenter.org; KPBSD Media Center: art prints, arts kits available for loan; Total Learning, by Dr. Susan Snyder.

Science

The vision of Kaleidoscope School of Arts and Science is to have the arts and the sciences permeate the KSAS student experience. This vision has led to distinguishing innovative practices throughout the school where curiosity is nurtured in all young scientists. KSAS believes that inquiry based science instruction provides unparalleled opportunities for students to actively engage in their learning. Science instruction at KSAS is based on the belief that children need to wonder, explore, make connections and reflect through integrated, intriguing and inquiry-based, hands-on science experiences. Published in 2011, the KSAS Science Curriculum Guide is designed to establish a framework for guiding science instruction both in the classroom and science lab. The KSAS Science Curriculum aligns with the National Science Education Standards, the American Association for the Advancement of Science Benchmarks, and the State of Alaska Grade Level Expectations. At the present time, KSAS is examining the new Next Generation Science Standards (NGSS). At KSAS science learning focuses on meaningful inquiries into the natural world. Authentic opportunities are offered weekly in a designated science lab with the full time Science Specialist and integrated into individual classroom instruction. The KSAS Science curriculum deliberately reflects the school's focus on integration by centering on the school-wide and yearlong conceptual key points. The Science Specialist meets with classroom teachers weekly to plan science investigations, assess progress, and growth and examine curriculum. Integrating science with all other curricular areas is a high priority. Every opportunity to combine and enrich science with math, language arts, social studies, music, visual arts, drama, dance and physical education is pursued. Integrated science learning extends from the science lab into all spaces shared with students: the classroom, the nature trail, the gym, the playground, places around the community as well as the various art studios in the school: music, visual arts, movement and dance. Core science concepts that are taught at KSAS are: (1) Earth System Science/ Space Science: The Cosmos; Structures of the Earth; Processes that change the Earth, (2) Life Science: Living Things; Structures and functions; Ecosystems, (3) Physical Science: Matter, Forces, Energy, Waves, (4) Engineering Science: Tools and Technology. Process Skills/Integrated Skills that are taught and practiced in the lab and classroom are: observing, classifying, measuring, inferring, predicting, and communicating. Further processes and skills are: making models, defining operations, collecting data, interpreting data, identifying and controlling variables, formulating hypotheses and experimenting. Resources may include, but are not limited to: Online resources found in the KSAS Curriculum; ScienceSaurus; FOSS; Insights; AIMS Math and Science. Partnerships have existed with Alaska Department of Fish and Game, Kenai Watershed Forum, Department of Soil and Water Conservation. Other community resources include, but are not limited to, Kenai Wildlife Refuge; The Challenger Center; Seward SeaLife Center; Islands and Oceans Center in Homer. KSAS continues to explore and establish new community partnerships to enrich students' understanding of the world around them.

Language Arts

The Language Arts program emphasizes integration of the arts and science. It is a literature based and literature rich program that includes a balance of oral and written language, direct instruction, group work and independent work. Differentiated reading instruction is meaning based and encompasses systematic and explicit teaching of emergent literacy skills, phonics, spelling, and vocabulary development, along with comprehension strategies and critical thinking skills. Using the highest quality literature, fiction, nonfiction, prose and poetry, is a top priority at KSAS. In addition to the KSAS Media Center and Library, a library of leveled books is available for all to access. The KSAS teachers provide read alouds, interactive read alouds, shared and guided reading instruction, differentiating and individualizing as needed to meet the needs of all students. Learners may work in small cooperative groups, in pairs or trios as well as by themselves. The practices that build content and literary knowledge include shared reading and shared writing, strategy lessons, explicit phonics instruction and word study. These practices provide a strong foundation for reading and learning to read. Literature Circles, Author Studies, storytelling and personal research projects scaffold readers' learning and growth towards independence and understanding about language. Students read, write and share their work daily, guided by various instructional best practices. Students and teachers use the language of 6+ Traits Model to learn to write and to learn how to talk about writing as they become independent writers, revisers and editors. They utilize writing process tools to improve the structure and organization in their writing. Reading Workshop and Writing Workshop provide predictable and highly productive structures for whole group instruction, small group instruction, as well as time for independent work. Reader response groups, writers' circles, sharing journals, interactive writing, choral readings, and readers' theatre offer opportunities to publically present written work and develop speaking and listening skills. These engagements and cooperative communications support projects across all curricular areas. As authentic purposes for writing arise they are taken advantage of. Writers model, practice, and critique real world uses of writing in this project based approach. Language Arts instruction is guided by national, state, district and school standards. However, emphasis is placed on the variety of sources that provide rich, meaningful, connected learning opportunities across all curricular areas. Resources may include, but are not limited to: First Steps, Education Department of Australia; The Daily 5, Boushey & Moser; Total Literacy, Susan Snyder; Performance Literacy, Brett Dillingham. Influential research and publications by Fountas & Pinnell, Ralph Fletcher, Sylvia Chard and Lillian Katz, Dr. Bear, Scholastic Guided Reading.

Mathematics

The goals of KSAS mathematics program are to create a foundation of solid conceptual understanding, and a high degree of procedural skill and fluency, while fostering the students' ability to apply the math they know in order to solve problems in and out of the classroom. Students analyze problems and communicate findings, both orally and in writing, and make connections to the bigger world. Priority is placed on thinking mathematically and making sense of mathematics in everyday life. As with all core subjects at KSAS, mathematics is integrated across the curricular areas with emphasis in arts and science. Mathematical instructional practices include using manipulatives, teaching mental math, playing conceptual math games, sharing thinking while exploring multiple strategies for solving problems. The mathematics instruction at KSAS provides a continuous regime in a spiraling cycle of complexity. Students and teachers practice and reinforce mathematical concepts throughout the year and up through the grade levels. Integration of mathematical concepts and problem solving across the content areas, in science and art especially, enhances students' skills and practice while showing understanding of how math is used in their world. Mathematics instruction is guided by national, state, district and school standards, but emphasis is placed on the variety of sources that provide rich, meaningful, connected learning opportunities across all curricular areas. Resources may include, but are not limited to Accelerated Math; SuccessMaker; FOSS Kits; Math Games for the Primary Grades, by Nancy Norman; Everyday Mathematics; Marilyn Burns publications.

Social Studies

Social Studies at KSAS offers a strong framework and foundation for robust integration of the Yearlong Theme and Conceptual Key Point. The goals of the social studies curriculum are to have children participate as responsible citizens and life long learners. This is accomplished through the process of inquiry, dialogue and reflection as learners use appropriate Life Skills and Lifelong Guidelines to positively affect their personal best, each other and the world. Students examine their world, making connections to the Year Long Theme and the Conceptual Key point through the study of Geography, History and Government. Social Studies concepts weave across all the disciplines at KSAS. Like Science at KSAS, Social Studies is not factoid-driven, but strives to develop inquiring, contributing citizens through essential questions, conceptual key points and social action. A critical part of the integration of Year Long Theme in Social Studies is the Being There Experience. A Being There Experience is a study trip, a hands on, often outdoor, engagement that asks learners to actively and consciously connect with

what they already know at the beginning of study and throughout the study to highlight how the learning connects to the bigger broader world. These connections are explicitly identified and utilized to anchor knowledge and learning. It gives students a context off of which to build their understanding of new information, thereby assisting in forming questions and wonderings, promoting inquiry. The context might be a physical location, and event or a situation. The key to Being There experiences is that students return to them often so that a depth of understanding can develop. Being There locations allow for doing, not just looking. On these study trips, students ask questions, compare answers, delve into behind the scenes information all related to the conceptual key point. Examples of Being There locations are: KSAS Nature Trail; No-Name Creek; exploration of school busses, inside and out, top to bottom; Learners model, practice and critique real world issues in this project based approach. Another element of the Social Studies program at KSAS is a yearlong project which calls for social or political action. This facet the program prepares students for informed, active citizenship. Two questions drive this call to action: (3) How can knowledge empower students? (4) How can they use knowledge in real world situations? Social or political action projects, community service, special classroom and school-wide events provide realistic opportunities to practice citizenship and tie everything together for a purpose. These projects require students to apply what they've learned in a personal way to the real world. Social Studies instruction is guided by national, state, district and school standards, but emphasis is placed on the variety of sources that provide rich, meaningful, connected learning opportunities across all curricular areas. Resources may include, but are not limited to: Nonfiction books from the District Media Center, Kenai Community Library, KSAS Media Center as well as KSAS Leveled Book Library; Kids Discover Magazine; Rand McNally Classroom Atlas; America's Story (Harcourt Brace). In addition, current, online resources such as DiscoveryEducation.com are very carefully selected and utilized to maximize connections with the real world problem being investigated.

Media

The library media program supports the goal of Kaleidoscope to educate the whole child through the process of inquiry dialog and reflection. This inquiry provides a framework for learning. Successful learners will inquire, think critically, draw conclusions, and create new understandings. Information literacy, through simple and sophisticated technologies, continues to expand and increase in complexity. Competent learners must acquire thinking skills allowing them to use information in ethical, independent, and meaningful ways. Reading is a window to the world. The KSAS library houses a vibrant collection of high quality, current fiction and non-fiction books to provide beauty and enjoyment for readers, as well as access to new ideas, and information to explore. The importance of literacy and the need for quality literature,

presented in meaningful ways, are at the heart of the library program. The teacher-librarian will develop collections to support classroom concepts and themes, and collaborate with staff to integrate the library media program into the classroom. Each classroom has a small bank of computers for students' use. A computer lab easily accommodates an entire classroom of learners. In addition, computers on Wheels (COWs) provide laptops for students' use. Standards for Library and information literacy programs at Kaleidoscope are guided by the American Association of School Librarians (AASL) standards for the 21st Century Learner.

Physical Education/Health

The physical education and health program at KSAS develops skills and in depth knowledge of sports and movement for life long fitness and health. Physical education utilizes a variety of cognitive, affective, and motor practices that focus on teaching students the importance of being active throughout their lives. P.E. is closely connected to and supports other disciplines by implementing movement with mathematics, spelling, geography, science, and health. Collaborating with classroom teachers on the year-long theme enables students to connect and reinforce prior classroom knowledge while at the same time increasing large motor skills, cardiovascular, and strength skills. Physical education and health instruction is guided by national, state, district, and school standards, however emphasis is placed on integration to provide rich, meaningful, and connected learning opportunities. The KSAS Lifelong guidelines are an integral part of each P.E. class. All students at KSAS have two P.E. periods weekly for a total of 60-80 minutes. Additionally, upper grade students receive 20-30 minutes of health instruction once a week. The health program provides students with information and skills to make healthy and positive choices that enrich health and well being for the rest of their lives.

Report Card Samples

(Note comment pages of the report cards are intentionally left out for confidentiality.)



Kenai Peninsula Borough School District
Kaleidoscope School of Arts and Science
Kindergarten Report Card

Our school's mission is to educate the whole child through integrated arts and science to nurture meaningful learning.



Our learning is integrated through the conceptual keypoint of patterns.
 Knowing about patterns can help us organize and understand ourselves and the world.

Student: _____ **Teacher: Robyn Zinszer**

 School Year 2017-2018

Achievement Levels

- E** Emerging - Appropriate skills/behaviors for student's level are beginning to occur occasionally
- D** Developing - Progressing toward demonstrating the expected skills/behaviors that are appropriate for the student's developmental level, most of the time
- P** Proficient - On grade level in skills/behaviors
- B** Beyond Expectations - Consistently demonstrates proficiency above grade level expectancy in skills/behaviors

Students should have the knowledge and skills to be successful contributing members of society.

ATTENDANCE

	1	2	3	4	Total
Days Enrolled	42	40	41	47	170
Days Present	36.09	32.91	38.53	44.73	152.26
Days Absent	5.91	7.09	2.47	2.27	17.74
Days Tardy	0	2	0	2	4
Conference Attendance			Fall <input checked="" type="checkbox"/>	Spring <input checked="" type="checkbox"/>	

GROWING RESPONSIBLE CITIZENS

	3	4
Active Listening	D	P
Trustworthiness	D	P
Truthfulness	D	P
No Put-Downs	D	P
Personal Best	D	P

ARTS

	1	2	3	4
Visual Arts	D	P	B	B
Band				
Drama	D	P	P	P
Dance	E	P	P	P
Music				
Acquisition of skills	D	P	P	P
Participation	D	P	P	P
Attitude	D	P	P	P
Concert Attendance				

SCIENCE

	1	2	3	4
Content	E	D	D	P
Participation	D	D	P	P

PHYSICAL EDUCATION

	1	2	3	4
Participation	D	D	D	P
Acquisition of Skills	D	D	D	D
Attitude	D	D	D	P

MEDIA

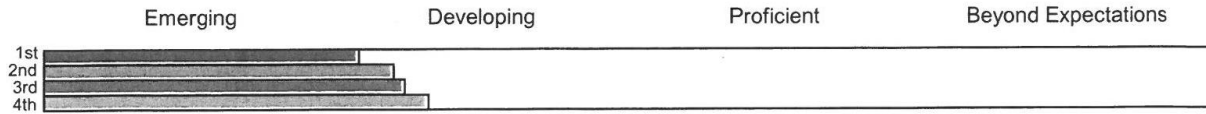
	1	2	3	4
Content	P	P	P	P
Participation	P	P	P	P



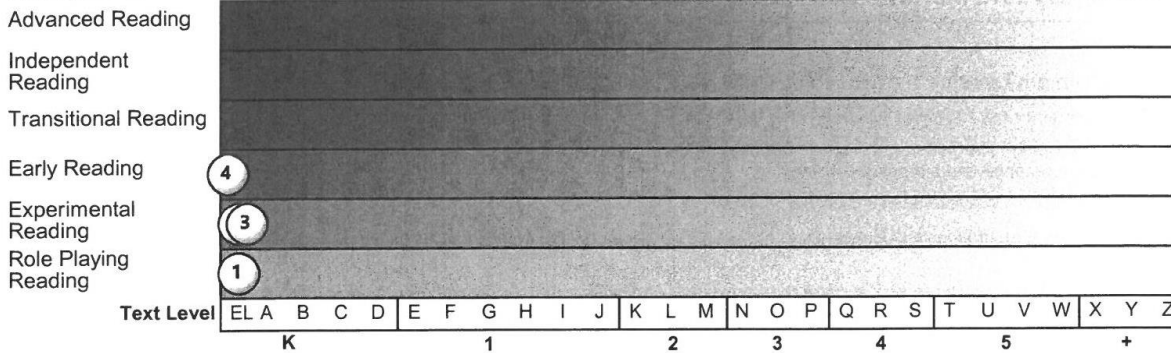
LANGUAGE ARTS

In our school we teach students using personalized, yet integrated strategies. Language Arts is taught across all discipline areas. Below indicates your child's personal progress.

READING

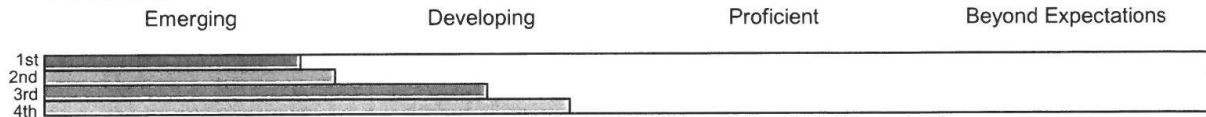


Reading Phase



For more detailed information about your child's reading development visit <http://kaleidoscope.blogs.kpbsd.k12.ak.us/>
Curriculum Based Measurements will be shared during parent/teacher conferences.

WRITING



Primary Writing Rubric

Number entered indicates quarter skills were mastered.

- | | |
|--|---|
| <p>1 <input type="checkbox"/> Draws randomly, scribbles. No connection to given topic.</p> <p>2 <input type="checkbox"/> Draws picture related to a topic. Can retell a story about the topic picture.</p> <p>3 <input type="checkbox"/> Draws picture about topic. Writes using scribble writing. Retells story about topic picture.</p> <p>4 <input checked="" type="checkbox"/> Draws picture about topic. Writes using random letters, copies environmental print, and/or writes unrelated sight word vocabulary. Retells story about picture.</p> <p>5 <input checked="" type="checkbox"/> Draws picture about topic. Writes using first/last consonants. Beginning sounds may be extended by random strings of letters. Copies print from around room. Retells story about picture.</p> <p>6 <input checked="" type="checkbox"/> Draws picture about topic. Uses phonetic spelling (including letters to represent most sounds). Copies print from around the room. Retells story about topic picture.</p> <p>7 <input type="checkbox"/> Draws picture about topic. Uses phonetic spelling with most consonants and some vowels. Copies words from around the room. Begins using spaces between words. Writes multiple words/phrases about topic. Retells story about topic.</p> | <p>8 <input type="checkbox"/> Draws picture about topic. Uses phonetic spelling with most consonants and some vowels. Copies words from around the room. Uses spaces between words more frequently. Writes multiple phrase/sentences about topic.</p> <p>9 <input type="checkbox"/> Writes using phonetic spelling and begins using standard spelling. Uses spaces between words consistently. Writes multiple phrases/sentences about topic with emerging sense of story.</p> <p>10 <input type="checkbox"/> Writes using phonetic and standard spelling. Writes multiple phrases/sentences about topic with emerging sense of story. Writes related phrases/sentences in a logical sequence. Makes beginning attempts at punctuation and capitalization.</p> <p>11 <input type="checkbox"/> Writes using phonetic and standard spelling. Uses some appropriate end punctuation and capitalization. Writes in a logical sequence with sense of beginning and ending. Begins to use creative and descriptive words. Communicates voice/feeling to an audience.</p> <p>12 <input type="checkbox"/> Writes using standard spelling for many words. Uses mostly appropriate ending punctuation/capitalization. Writes longer, more complex sentences. Writes ideas that show clear beginning, middle, and end. Includes details. Uses creative and descriptive vocabulary. Writing communicates voice to the reader.</p> |
|--|---|

MATHEMATICS

Students learn math in a spiral sequence by practicing multiple concepts at varying levels over the course of time. Below indicates your child's personal progress in the areas we have focused our instruction each quarter.



BENCHMARKS

QUARTER 1

	1	2	3	4
When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	D	P		
Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	D	P		
Understand that each successive number name refers to a quantity that is one	D	P		

QUARTER 2

	1	2	3	4
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		E	E	D
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.		P		
Compare two numbers between 1 and 10 presented as written numerals.		D	D	P
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.		P		

QUARTER 3

	1	2	3	4
Given a number from 1-20, count out that many objects.			P	
Solve addition and subtraction word problems, and add and subtract within 10.			E	D
Decompose numbers less than or equal to 10 into pairs in more than one way.			D	D
For any number from 1 to 9, find the number that makes 10 when added to the given number.			E	E
Identifies shapes as 2-dimensional or 3-dimensional.			P	
Compose single shapes to form larger shapes.			P	

QUARTER 4

	1	2	3	4
Count to 100 by ones and tens.				E
Count forward to 100 beginning from numbers other than 1.				E
Represent addition and subtraction concretely, verbally, and symbolically (with expressions or equations).				D
Fluently add and subtract within 5.				P
Compose and decompose numbers 11 to 19 into ten ones and some further ones.				D
Describe various measurable attributes of objects, including length, weight and capacity.				P
Describe several measurable attributes of a single object.				P
Directly compare various measurable attributes of objects, such as length, weight, and capacity, and describe the comparisons.				P
Describe objects in the environment using names of 2 and 3-dimensional shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.				P
Correctly name shapes regardless of their orientations or overall size.				D
Analyze and compare 2- and 3-dimensional shapes, in different sizes and orientations using informal language to describe their similarities, differences, parts and other attributes.				P
Model shapes in the world by building shapes from components and drawing shapes				P



Kenai Peninsula Borough School District
Kaleidoscope School of Arts and Science
First Grade Report Card

Our school's mission is to educate the whole child through integrated arts and science to nurture meaningful learning.



Our learning is integrated through the conceptual keypoint of patterns.
 Knowing about patterns can help us organize and understand ourselves and the world.

Student:

Teacher: Nicole Shelden

School Year 2017-2018

Achievement Levels

- E** Emerging - Appropriate skills/behaviors for student's level are beginning to occur occasionally
- D** Developing - Progressing toward demonstrating the expected skills/behaviors that are appropriate for the student's developmental level, most of the time
- P** Proficient - On grade level in skills/behaviors
- B** Beyond Expectations - Consistently demonstrates proficiency above grade level expectancy in skills/behaviors

Students should have the knowledge and skills to be successful contributing members of society.

ATTENDANCE	1	2	3	4	Total
Days Enrolled	42	40	41	47	170
Days Present	40.7	36.94	39.81	44.17	161.62
Days Absent	1.3	3.06	1.19	2.83	8.38
Days Tardy	0	0	0	0	0
Conference Attendance	Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/>				

GROWING RESPONSIBLE CITIZENS		3	4
Active Listening	P	P	P
Trustworthiness	B	B	B
Truthfulness	B	B	B
No Put-Downs	B	B	B
Personal Best	B	B	B

ARTS

	1	2	3	4
Visual Arts	P	P	B	P
Band				
Drama	B	P	P	P
Dance	P	P	P	P
Music				
Acquisition of skills	P	P	P	P
Participation	B	B	B	B
Attitude	B	B	B	B
Concert Attendance	Y	Y		

SCIENCE

	1	2	3	4
Content	B	P	P	P
Participation	P	B	B	B

PHYSICAL EDUCATION

	1	2	3	4
Participation	P	P	P	P
Acquisition of Skills	P	P	P	P
Attitude	P	B	B	P

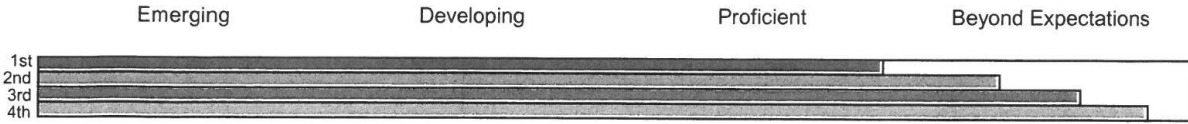
MEDIA

	1	2	3	4
Content	P	P	P	P
Participation	P	P	P	P



MATHEMATICS

Students learn math in a spiral sequence by practicing multiple concepts at varying levels over the course of time. Below indicates your child's personal progress in the areas we have focused our instruction each quarter.



MATHEMATICS

Measurement

	1	2	3	4
Money		P	B	B
Time		P	B	B
Length		B	B	B
Temperature			B	B

Process Skills

	1	2	3	4
Problem solving	P	B	B	B
Communications		B	B	B

Operations & Algebraic Thinking

	1	2	3	4
Patterns	P	B	B	B
Functions		B	B	B
Inequalities and expressions (<, >, =)		B	B	B

Numeration & Computation

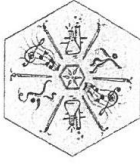
	1	2	3	4
Counting	B	B	B	B
Skip counting	B	B	B	B
Whole numbers (+, -, x, /)	P	B	B	B
Place value 1's, 10's, 100's			B	B
Fractions				B

Geometry

	1	2	3	4
2 dimensional shapes				B
3 dimensional shapes				B
Symmetry				B
Points, lines, angles				B

Statistics & Probability

	1	2	3	4
Tally marks	P	B	B	B
Graphs	P	B	B	B



Kenai Peninsula Borough School District
Kaleidoscope School of Arts and Science
Third Grade Report Card



Our school's mission is to educate the whole child through integrated arts and science to nurture meaningful learning.

Our learning is integrated through the conceptual keypoint of balance.
 Learning about the impact of balance which leads to harmony or evenness.

Student: _____

Teacher: Jan Darch

School Year 2017-2018

Achievement Levels

- E** Emerging - Appropriate skills/behaviors for student's level are beginning to occur occasionally
- D** Developing - Progressing toward demonstrating the expected skills/behaviors that are appropriate for the student's developmental level, most of the time
- P** Proficient - On grade level in skills/behaviors
- B** Beyond Expectations - Consistently demonstrates proficiency above grade level expectancy in skills/behaviors

Students should have the knowledge and skills to be successful contributing members of society.

ATTENDANCE

	1	2	3	4	Total
Days Enrolled	42	40	41	47	170
Days Present	41.75	34.46	34.04	45.88	156.13
Days Absent	0.25	5.54	6.96	1.12	13.87
Days Tardy	0	0	0	0	0
Conference Attendance	Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/>				

GROWING RESPONSIBLE CITIZENS

	1	2	3	4
Active Listening	P	B	B	B
Trustworthiness	P	P	P	P
Truthfulness	P	P	B	B
No Put-Downs	P	P	P	P
Personal Best	P	P	B	B

ARTS

	1	2	3	4
Visual Arts	P	P	P	P
Band				
Drama		P	P	P
Dance		P	P	P
Music				
Acquisition of skills	P	P	P	P
Participation	P	P	P	P
Attitude	P	P	B	B
Concert Attendance		Y	Y	

SCIENCE

	1	2	3	4
Content	P	P	P	P
Participation	B	B	B	B

PHYSICAL EDUCATION

	1	2	3	4
Participation	P	P	P	P
Acquisition of Skills	P	P	P	P
Attitude	P	P	P	B

MEDIA

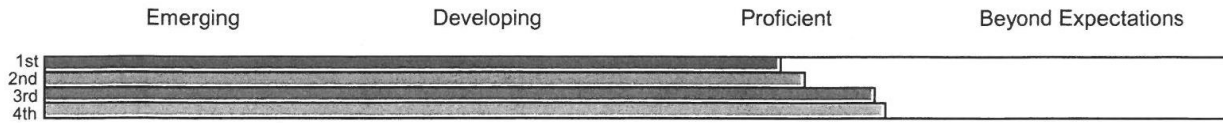
	1	2	3	4
Content	P	P	P	P
Participation	P	P	P	P



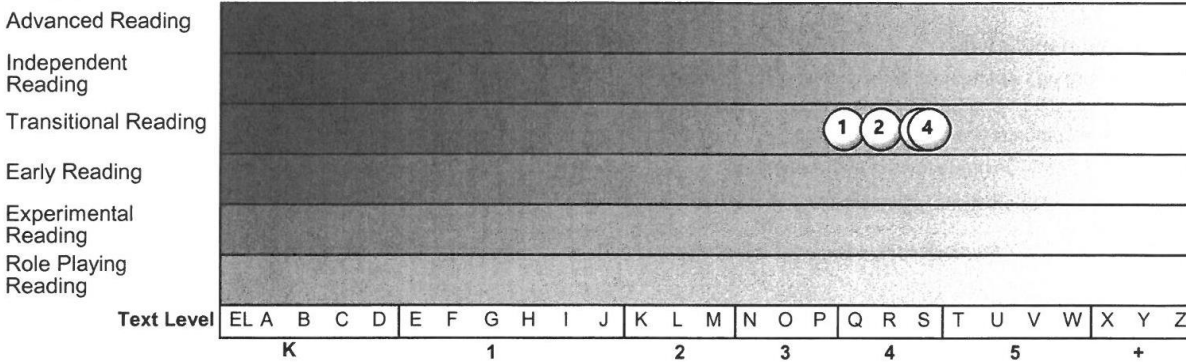
LANGUAGE ARTS

In our school we teach students using personalized, yet integrated strategies. Language Arts is taught across all discipline areas. Below indicates your child's personal progress.

READING



Reading Phase



	Fall	Winter	Spring
Words read per minute	70 wpm	93 wpm	118 wpm
Target Range	59-116 wpm	84-139 wpm	98-152 wpm

For more detailed information about your child's reading development visit

<http://kaleidoscope.blogs.kpbsd.k12.ak.us/>

WRITING



Voice	1	2	3	4
Writes with feeling and enthusiasm		D	P	P
Writer's personality apparent		P	P	P
Writes with audience in mind		P	P	P

Ideas	1	2	3	4
Ideas are clearly stated	P	P	P	P
Sticks to the subject	P	P	P	P
Shows knowledge of subject including detail	P	D	P	P

Organization	1	2	3	4
Clear beginning and ending		P	P	P
Ideas are sequential		P	P	P

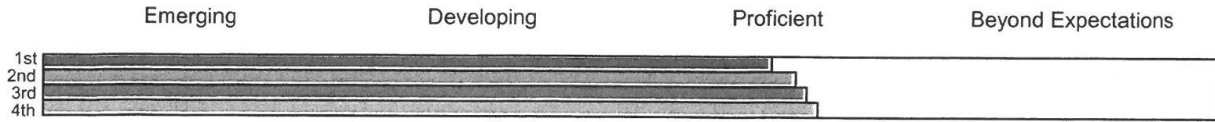
Conventions	1	2	3	4
Spelling	P	P	P	P
Punctuation	P	P	D	P
Capitalization	P	P	P	D

Fluency	1	2	3	4
Sentences flow together	D	D	D	P
Writing is easy to read	P	P	P	P

Word Choice	1	2	3	4
Uses descriptive vocabulary	P	D	P	P
Creates a mental picture for reader	P	P	P	P

MATHEMATICS

Students learn math in a spiral sequence by practicing multiple concepts at varying levels over the course of time. Below indicates your child's personal progress in the areas we have focused our instruction each quarter.



Measurement	1	2	3	4
Length		P	D	D
Volume				P
Weight				P
Perimeter and area			P	P
Money				P
Temperature			P	P
Time	P	P	P	P

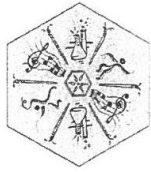
Numeration & Computation	1	2	3	4
Whole numbers	P	P	P	P
Place value	P	P	P	P
Decimal and percent				P
Fractions			P	P
Positive and negative numbers				P
Addition and subtraction	P	P	P	P
Multiplication and division	P	P	P	P
Multiplication and division with 2 or more digits				P

Operations & Algebraic Thinking	1	2	3	4
Visual patterns	P	P	P	P
Numerical patterns	P	P	D	D
Functions		P	P	P
Number sentence equations	P	P	P	P

Process Skills	1	2	3	4
Problem solving	P	D	D	D
Reasoning	P	P	D	D
Communications	P	P	P	P
Connections	P	P	P	P

Statistics & Probability	1	2	3	4
Collecting data	P	P	P	P
Recording and displaying data	P	P	P	P
Analyzing data		P	P	P
Probability		P		P
Tables, graphs and plots	P	P	P	P
Landmarks (median, mode, min, etc)				P

Geometry	1	2	3	4
2 dimensional shapes			P	P
3 dimensional shapes				P
Symmetry			P	P
Congruency and similarity				P
Points, lines, and arrows				P
Slides, flips and turns				P



Kenai Peninsula Borough School District
Kaleidoscope School of Arts and Science
Fifth Grade Report Card

Our school's mission is to educate the whole child through integrated arts and science to nurture meaningful learning.



Our learning is integrated through the conceptual keypoint of systems. Learning how the world works through many systems is imperative to understanding how different systems impact success in our world.

Student:

Teacher: Lundstrom

School Year 2017-2018

Achievement Levels

- E** Emerging - Appropriate skills/behaviors for student's level are beginning to occur occasionally
- D** Developing - Progressing toward demonstrating the expected skills/behaviors that are appropriate for the student's developmental level, most of the time
- P** Proficient - On grade level in skills/behaviors
- B** Beyond Expectations - Consistently demonstrates proficiency above grade level expectancy in skills/behaviors

Students should have the knowledge and skills to be successful contributing members of society.

ATTENDANCE

	1	2	3	4	Total
Days Enrolled	42	40	41	47	170
Days Present	39.89	38.85	32.28	44.69	155.71
Days Absent	2.11	1.15	8.72	2.31	14.29
Days Tardy	0	1	0	2	3
Conference Attendance	Fall <input type="checkbox"/> Spring <input type="checkbox"/>				

GROWING RESPONSIBLE CITIZENS

	3	4
Active Listening	P	P
Trustworthiness	B	P
Truthfulness	B	P
No Put-Downs	B	P
Personal Best	B	B

ARTS

	1	2	3	4
Visual Arts	B	B	P	P
Band				
Drama				P
Dance		P	P	P
Music				
Acquisition of skills	P	P	P	P
Participation	B	P	D	P
Attitude	B	P	D	P
Concert Attendance		Y		Y

SCIENCE

	1	2	3	4
Content	B	B	B	P
Participation	B	P	P	P

PHYSICAL EDUCATION

	1	2	3	4
Participation	P	P	P	P
Acquisition of Skills	P	P	P	P
Attitude	B	B	B	B

MEDIA

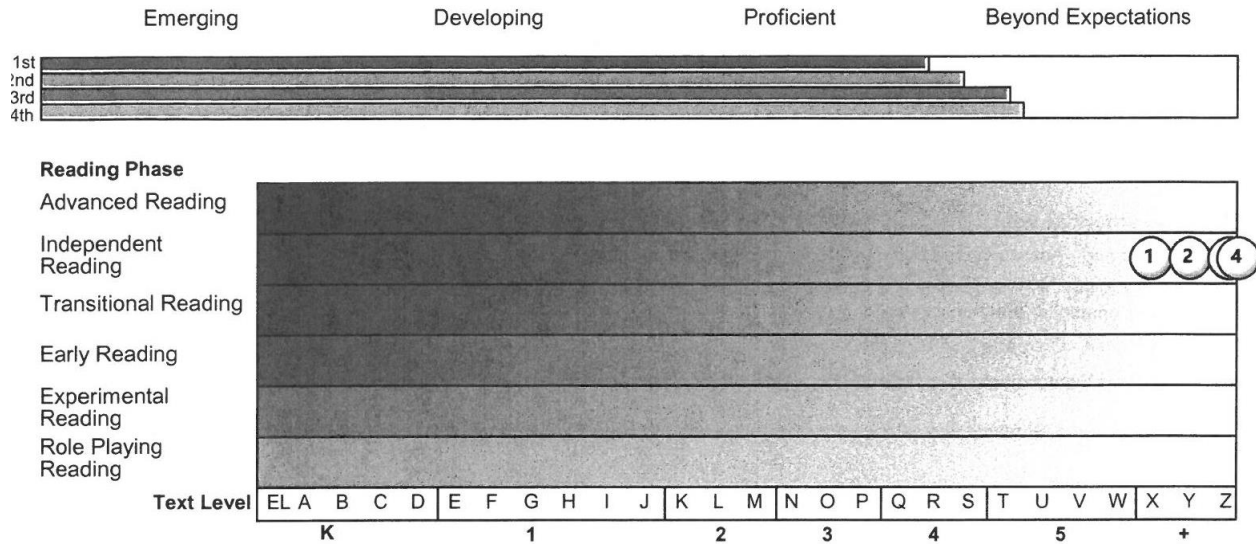
	1	2	3	4
Content	P	P	P	P
Participation	P	P	P	P



LANGUAGE ARTS

In our school we teach students using personalized, yet integrated strategies. Language Arts is taught across all discipline areas. Below indicates your child's personal progress.

READING



	Fall	Winter	Spring
Words read per minute	185	185	213
Target Range	94-150	111-168	123-181

For more detailed information about your child's reading development visit <http://kaleidoscope.blogs.kpbsd.k12.ak.us/>

WRITING



	1	2	3	4
Voice				
Writes with feeling and enthusiasm	B	B	P	B
Writer's personality apparent	B	B	P	P
Writes with audience in mind	P	P	P	P

	1	2	3	4
Ideas				
Ideas are clearly stated			P	P
Sticks to the subject			P	P
Shows knowledge of subject including detail			P	P

	1	2	3	4
Organization				
Clear beginning and ending			P	P
Ideas are sequential			P	P

	1	2	3	4
Conventions				
Spelling	P	B	P	P
Punctuation	B	B	P	P
Capitalization	P	P	D	P

	1	2	3	4
Fluency				
Sentences flow together				P
Writing is easy to read				B

	1	2	3	4
Word Choice				
Uses descriptive vocabulary	B	P	P	P
Creates a mental picture for reader	B	B	P	P

MATHEMATICS

Students learn math in a spiral sequence by practicing multiple concepts at varying levels over the course of time. Below indicates your child's personal progress in the areas we have focused our instruction each quarter.

	Emerging	Developing	Proficient	Beyond Expectations
1st				
2nd				
3rd				
4th				

Measurement	1	2	3	4
Length			P	P
Volume	P	P	P	P
Weight				P
Perimeter and area	P	P	P	P
Money			P	P
Temperature			P	P
Time		P	P	P

Numeration & Computation	1	2	3	4
Whole numbers	P	P	P	P
Place value	P	P	P	P
Decimal and percent		P	P	P
Fractions		P	P	D
Positive and negative numbers		P	P	P
Addition and subtraction	P	D	P	P
Multiplication and division	B	P	P	P
Multiplication and division with 2 or more digits	P	P	P	P

Operations & Algebraic Thinking	1	2	3	4
Visual patterns				P
Numerical patterns			P	P
Functions	P	P	P	P
Number sentence equations	P	P	P	P

Process Skills	1	2	3	4
Problem solving	B	B	B	B
Reasoning	B	B	B	B
Communications	B	B	B	P
Connections		P	B	P

Statistics & Probability	1	2	3	4
Collecting data				P
Recording and displaying data				P
Analyzing data				P
Probability			P	P
Tables, graphs and plots				P
Landmarks (median, mode, min, etc)			P	P

Geometry	1	2	3	4
2 dimensional shapes				P
3 dimensional shapes				P
Symmetry				P
Congruency and similarity				P
Points, lines, and arrows		P	P	P
Slides, flips and turns				P

KSAS Schedule 2018-2019

Monday						Tuesday									
music time	music	gym time	gym	science time	science	music time	music	gym time	gym	science time	science	lib time	lib		
9:25-10	KF 2	9:20-9:55	RL 5 \$	9:20-10:00	KRS/KA 3	9:20-9:55	KRS 3	9:25-10:00	KF/LA 2	9:20-10:20	CH 5	9:20-9:55	KA 3/4 \$		
10-10:35	KF 1	9:55-10:30	CH 5 \$	10:00-10:40	KRS/KA 4	9:55-10:30	KRS 4	10:00-10:35	KF/LA 1			10:00-10:30	RL 5 * cl		
10:35-11:10	LA 1	10:45-11:15	K SB *	10:40-11:20	KJS/JD 3	10:30-11:05	KA 3	10:35-11:10	NS/ST 1	11:15-12:15	3/4 KJS	10:35-11:05	CH 5* cl		
11:10-11:45	LA 2	11:15-11:45	K RZ *	11:20-12:00	KJS/JD 4	11:05-11:40	KA4	11:10-11:45	NS/ST 2			11:15-11:50	KRS 3/4 \$		
recess						11:40-12:15	JD 3								
11:50 prim	K coll			12:00	K coll										
12:20 interm						12:30-1:00	coll 5			12:30-1:00	coll 5				
lunch:															
12:20-1:20															
1:10-1:45	ST 1			1:20-2:20	RL 5							1:30-2:00	KF 1/2 \$		
1:45-2:20	ST 2					1:45-2:20	JD 4			1:30-2:30	3/4 KA	2:00-2:30	LA 1/2		
2:20-2:55	NS 2	2:30	KZ enrich	2:30-3:00	KB enrich	2:20-2:55	KJS 4	2:00-2:30	SB K			2:30-3:00	ST 1/2 \$		
2:55-3:30	NS 1	3:00	KB enrich	3:00-3:30	KZ enrich	2:55-3:30	KJS 3	2:30-3:00	RZ K \$	2:30-3:30	3/4 JD	3:00-3:30	NS 1/2		
planning K	Coll K	*prep for coll \$ Prep duty					no plan groups	Coll 5	*prep for coll \$ Prep duty						
enrichment rotations to support team planning															
Wednesday															
music time	music	gym time	gym	science time	science	lib									
9:30-10:00	KF/LA 2	9:20-9:50	3/4 A *	9:30-10:00	SB K										
10:00-10:30	KF/LA 1	9:50-10:20	3/4 B *	10:00-10:30	SB K										
		10:20-10:50	3/4 C *	10:30-11:00	RZ K										
10:40-11:20	5 RL	10:50-11:20	3/4 D *	11:00-11:30	RZ K										
11:25-12:05	5 CH	11:25-12:00	5 RL												
11:50-12:20															
12:20-12:50	coll 3/4			12:20-12:50	coll 3/4										
12:50-1:20															
1:20-1:50	SB K \$	1:50-2:25	5 CH	1:10-1:45	KF 1/2 \$	RL 5									
1:50-2:20	RZ K \$			1:45-2:20	LA 1/2 \$										
2:30-3:30	KRS 3/4	2:30	KJS 3/4	2:20-2:55	ST 1/2 \$	KA 3/4									
3:00-3:30	KA 3/4	3:00	JD 3/4	2:55-3:30	NS 1/2 \$	KRS 3/4									
		comp lab	Grimm/aide	2:30-3:00	JD 3/4										
		comp lab	Grimm/aide	3:00-3:30	KJS 3/4										
Planning: 3/4	Planning 5	coll 3/4	*prep for coll \$ Duty prep												
Thursday															
music time	music	gym time	gym	science time	science	lib									
9:20-10:00	KRS/KA 3	9:25-9:55	KF 1/2 *	9:20-10:20	RL 5					9:20-10:05	RL 5A	9:20-9:55	KA 3/4 \$	9:25-10:10	KF 1/2
10:00-10:40	KRS/KA 4	9:55-10:25	LA 1/2*			KJS 3/4 \$				10:05-10:50	RL 5B	9:55-10:30	KRS 3/4 \$	10:10-10:55	LA 1/2
10:40-11:20	KJS/JD 3	10:25-10:55	ST 1/2*	10:30-11:30	CH 5	SB K				10:50-11:35	CH 5A	10:30-11:05	KJS 3/4 \$	10:55-11:40	ST 1/2
11:20-12:00	KJS/JD 4	10:55-11:25	NS 1/2*			RZ K				11:35-12:20	CH 5B	11:05-11:40	JD 3/4 \$		
						CH 5 \$									
12:00-12:30	coll 1/2			12:00-12:30	coll 1/2										
12:50-1:20										12:50-1:20					
1:20-1:50	ST/NS 2			1:25-2:25	3/4 KRS					1:20-1:50	SB K \$			1:30-2:15	NS 1/2
1:50-2:20	ST/NS 1					JD 3/4 \$				1:50-2:20	RZ K				
2:30-3:00	NS 1/2	2:30	KF 1/2	2:30-3:00	SB K	LA 1/2				<i>Kaleidoscope Lens Time</i>					
3:00-3:30	ST 1/2	3:00	LA 1/2	3:00-3:30	RZ K	KF 1/2									
		comp lab	Grimm/aide	2:30-3:00	ST 1/2										
		comp lab	Grimm/aide	3:00-3:30	NS 1/2										
Planning 1/2	coll 1/2	*prep for coll \$ Duty prep					no plan	no coll	\$ Duty prep						

Appendix G

Admission Policies and Procedures

Kaleidoscope School of Arts and Science has very specific admission procedures aligned to the District admission procedures for charter schools. All applications for the lottery and the wait list (activated after the spring lottery each year) receive a tracking number with a record of the receipt. The tracking number is given to the parents and the information is also stored in the office in a database, so that parents of applicants can verify their enrollment application and date. The lottery drawing is open to the public. Procedures are described in this section of the document.

All students are eligible to apply to KSAS. The school does not require specific student performance levels or use an admission test. Admission procedures are the same for any applicant and are outlined in the Enrollment Procedures in this section of the document.

Kaleidoscope School of Arts and Science currently has 262 students, with a cap of 274 in Kindergarten through 5th grade. Enrollment will be reviewed annually by the APC.

If there are more applicants for classes than the school can accommodate, a lottery is held. Lottery procedures are provided in this section of the document. We currently have a wait list and have provided wait list counts in Appendix H, page 164.

Enrollment Procedures for Kaleidoscope Charter School

1. Administrator provides the APC with considerations for total number of students prior to October 1st.
2. APC sets enrollment number and provides the enrollment figure for the following school year to the District by October 1st of the current school year.
3. APC approves total number of students assigned to each grade level.
4. Administrator determines how many projected slots are reserved (currently enrolled students and sibling preference).
5. Registration period occurs with notice to the public by a newspaper advertisement used by all KPBSD charter schools to announce the application period and lottery dates. Additionally, advertisement of our lottery will be communicated through multiple media sources.
6. If there are more applicants than slots available, the lottery is held (see lottery procedures below in Appendix H, page 164).

Appendix H

Enrollment and Waitlist

The recruitment process for KSAS includes advertising through newspaper, radio, and community events (festivals, parades).

Lottery Procedures

1. The number of open slots is verified for each grade level.
2. Applicants are divided by grade level.
3. Children of certified staff (.5 FTE or greater) will be given preference and students are placed at time of hire. This may impact student to teacher ratio.
4. Sibling preference applicants are placed in slots available. If slots are not available for teacher or sibling preference children, a lottery is used to determine waiting list for those children. The definition of sibling in this context was clarified by the KPBSD Charter Oversight Committee in October 2017:

“For purposes of the sibling preference, a sibling is defined as a brother, sister, half-brother, half-sister, stepbrother, stepsister, or foster child who resides in the same household.”

5. Remaining applicants are lotteried. All lotteries are supervised by a local accounting firm. In all lotteries, the amount of bingo balls placed in the spinner corresponds with the number of applicants. Students are listed alphabetically and the first bingo ball drawn is the number assigned for the first student on the alphabetical list. The process continues until all bingo balls are drawn and assigned to a name on the list.

Waiting List Procedures

1. KSAS will maintain a waiting list for each grade level to fill vacant positions.
2. Student remains on waiting list until either enrolled or declines acceptance.
3. Students registering after the school’s registration period and lottery will register for the following school year.
4. Applicants not accepting offered positions prior to November 1st will be removed from the waiting list. After November 1st and until the end of the school year, applicants may decline a position and keep their waiting list position but a slot will be offered to the next applicant on the list.
5. If a student withdraws from KSAS, any preference (teacher, staff, sibling) will be removed. The student will need to reapply to participate in the lottery.

Registration Procedures

Registration for the upcoming school year will be held in the spring and announced in the common advertisement used by all charter schools.

After the registration period, applicants will be placed on a “late” registration waiting list and will be involved in a second lottery if all the first waiting list students are offered slots.

KSAS is currently operating with an enrollment of 262 students. The school continues to deliver school-wide, year-long themes and high-quality instruction based on sound educational models, integrating science and the arts. Maintaining school enrollment at 262 will allow a family atmosphere, quality instruction and effective student management. The Academic Policy Committee will continue to review total enrollment and ensure that we manage our school with sound, stable judgement.

Fall 2018 ---- Waitlist Numbers

K	9
1	22
2	11
3	0
4	0
5	0

Appendix I

Budget Plan

As with other District schools, the current method of funding the operation of KSAS is based on enrollment during the count period. A formula is used which allocates eligible District revenues on a per capita basis.

Operating costs of KSAS are typical of other schools in the District. The greatest share of the cost is in personnel. Teachers' salary ranges will vary depending on the steps and ranges as determined by the negotiated agreement. Operating costs include supplies, equipment, custodial, telephone and services. Utilities will be a cost for KSAS if operating in a current public school setting. All operating costs are expected to increase with expansion.

KSAS will follow all District accounting procedures and funds will be subject to normal district accounting procedure audits. District budget and accounting system and reports will be used to determine accounting status of KSAS. The APC will review the proposed revenue and expenditures prior to submission of the budget to the District in December of the previous school year.

The KPBSD will provide assistance to KSAS for special education students needing assistance. Special education students may need assistance from a resource teacher, speech and language teacher and/or OT/PT teacher and school psychologist.

Appendix J

Transportation

KSAS is a school of choice. Parents living within the boundaries of Kenai may have their student ride the already outlined school bus routes. Parents residing outside of the boundaries of Kenai school bus routes are required to provide transportation to and from KSAS.

KPBSD Transportation Policy is also provided for reference.

BP 3540 Transportation

KPBSD Policy Manual

BP 3540

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.

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Revised: 02/01/2016**

Appendix K

Statement of Charter

The mission of Kaleidoscope School of Arts and Science (KSAS) is to educate the whole child through integrated arts and science to nurture meaningful learning. Kaleidoscope is a community of learners who value the processes of inquiry, dialogue and reflection. Students, staff, families and community members cooperate to provide a safe, nurturing and enlightening learning environment. Deep knowledge and understanding are fostered through the integration of arts and science. The school culture emphasizes the development of citizenship skills. These citizenship skills are facilitated and practiced in authentic situations within the school and the local community. KSAS is a unique charter school in that it provides innovative instruction focusing on student achievement, creative problem solving, life-long learning, and parent involvement. KSAS focuses integrated lessons in science and the arts by adhering to the philosophy that students learn best through hands-on practice. With the arts and science as the cornerstone, the KSAS community nurtures life-long learners and inquirers. The name Kaleidoscope is a significant reflection of how the KSAS community uses multiple lenses to create understanding. The foundation for student learning at KSAS is built upon the 21st Century Goals for Schools: Collaboration, Communication, Creativity and Critical Thinking. Every day, educators at KSAS pursue these goals through teamwork, integration of the arts and science, and inquiry, honoring process over product. This consistent and intentional focus on higher order thinking, innovation and imagination, integrated with the arts and science, increases learning and connections with the real world.

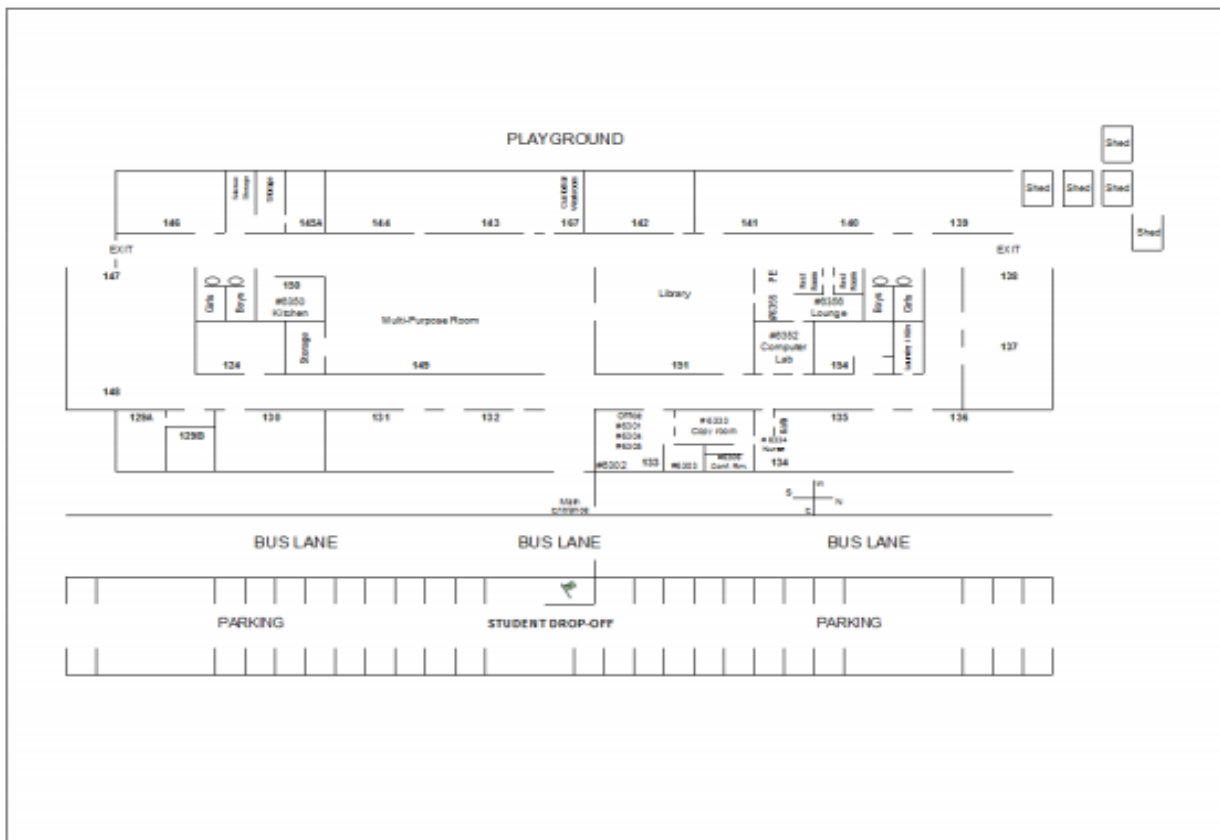
(This comes from page 149 of the Kaleidoscope's original charter application)

Appendix L

Facility Location

Kaleidoscope School of Arts and Science is located in the building formerly occupied by Sears Elementary School. KSAS occupies the entire building and has an ideal enrollment at 252 or more students. KSAS has the funds available to provide for the costs charged by the District to occupy this facility. Provided in this section is a building map.

Kaleidoscope School of Arts and Science
549 North Forest
Kenai, AK 99611
(907)283-0804



The KSAS PTA is providing funding and planning a greenhouse by Spring 2019. Our rooms are dedicated for use to support the instructional use of our charter. Our facility meets the needs of our charter enrollment limits.

Appendix M

Teacher to Student Ratio

The class size will follow this range:

K-5th grade: 1 teacher to 16-24 students

The purpose for this range is to provide flexibility in responding to the needs of our community. Class size would only be increased by additional students if there are children of certified staff (.5 FTE or greater) at time of hire. Any class exceeding a total of 24 students for any reason will need board review and approval.

The schools plan for future years is to maintain a total enrollment of 252 or more students. This will be reviewed annually by the APC board and projected numbers will be reported to the district.

Kaleidoscope Staff

The 2018-2019 certified teaching staff at Kaleidoscope School of Arts and Science include;

Katie Abraham, Lisa Atchley, Sara Boersma, Todd Boonstra, Crista Cady, Jan Darch, Kim Fields, Joy Harper, Cindy Hurst, Melissa Krimmel, Ryan Lundstrom, Nicole Shelden, Kelsey Short, Kelli Stroh, Stacy Tronnier, Robyn Zinszer

Strategic Plan

GOAL AREA 1 GOVERNANCE				
<i>DEVELOP AND DEFINE APC roles, responsibilities, and relationships to properly govern KSAS.</i>				
OBJECTIVE	DESCRIPTION	WHO?	START BY	COMPLETE BY
1.1	Work collaboratively to complete the charter application and necessary planning for the upcoming school year maintaining the best interest of the school	APC, Charter Application Committee & Administrator	Immediate	Fall 2018 (for application)
1.2	Review and revise APC by-laws <ul style="list-style-type: none"> ➤ Form a committee to review and bring suggestions to the APC. Fresh eyes are strongly recommended. ➤ Define roles of APC and administrator ➤ Clarify APC record keeping and communication process within the APC 	APC & Administrator	Immediate	May 2019 (annual review)
1.3	Engage the KSAS community in a strategic planning process to review and	Consultant & KSAS Community Rep.	March 2018	Fall 2018

	refine our governance structure.			
1.4	<p>Arrange for annual APC board training</p> <p>Conduct an on-site APC training</p> <ul style="list-style-type: none"> ➤ Find an outside facilitator to offer the training to APC ➤ Conduct a board self-assessment ➤ Investigate the possibility of hosting a Kenai Academy for all APC members in the area 	APC Chair	Annually	Annually by October 2018
1.5	Review and refine process for annual administrator evaluation	APC & Administrator	Bi-annual	Ongoing
1.6	<p>Establish clear procedures for communication from APC to KSAS community.</p> <ul style="list-style-type: none"> ➤ Develop written procedures for handling confidential and sensitive matters. ➤ Defining roles and obligations of APC board members. ➤ Annually assess role of board in communicating with KSAS community. 	APC	Review Annually by transition of APC seats in May	By Spring 2019

	<ul style="list-style-type: none"> ➤ Produce a handbook for new members <ul style="list-style-type: none"> • Form a committee to work on the development of the handbook • Reach out to AASB or other charter schools to see if there are current resources available 			
--	---	--	--	--

GOAL AREA 2 STAFF, CURRICULUM, & INSTRUCTION

KSAS will strive for excellence through ever improving curriculum, professional development, and a cohesive culture.

OBJECTIVE	DESCRIPTION	WHO?	START BY	COMPLETE BY
2.1	Create a current Curriculum Overview	Staff/Administrator	Ongoing	Ongoing
2.2	Educate the KSAS community on the Kaleidoscope instructional model in sufficient detail to communicate... <ul style="list-style-type: none"> ➤ What it is, and how it differs from other schools. ➤ Why it works. ➤ Characteristics of students immersed in this model 	Staff	Ongoing	Ongoing

	<ul style="list-style-type: none"> ➤ What philosophical expectations the KSAS model holds students and families to. 			
2.3	Research and designate assessments that align to KSAS model and meet the mandated requirements (Federal, State, District, and School).	Instructional Staff	Ongoing in sync with 2.6	Ongoing in sync with 2.6
2.4	Present KSAS Staff Reference Guide.	Administrator and Staff mentor(s)	Annually by Fall	Annually by August
2.5	Create a plan on a rotating schedule for further development of the KSAS Curriculum & Instructional methods that results in written documents and addresses each academic area: <ul style="list-style-type: none"> ➤ Social Studies ➤ Fine Arts ➤ Science ➤ Language Arts ➤ Math 	Administrator & Instructional Staff	Fall 2018	Spring 2023
2.6	Create a Professional Development Plan with a timeline that addresses integrity of the KSAS model and includes a purpose statement / mission, and a framework for professional development (whole	Professional Development Committee	Fall of each year	Ongoing

	<p>school vs. individual grant process.) Examples including HET, Orff, Nat'l Science Conference, Total Literacy.</p> <ul style="list-style-type: none"> ➤ Establish training standards for incoming staff 			
2.7	<p>Focus efforts on building a cohesive culture within the staff</p> <ul style="list-style-type: none"> ➤ Create opportunity for staff to simply have fun on a quarterly basis 	Sunshine Committee	Ongoing	Ongoing

GOAL AREA 3 FAMILIES				
<i>Family involvement is integral to a student's success. KSAS will enhance volunteer experiences.</i>				
OBJECTIVE	DESCRIPTION	WHO?	START BY	COMPLETE BY
3.1	Review message and methods for effectively communicating the KSAS model to parents and prospective parents.	Administrator	Fall Annually	Ongoing
3.2	Encourage perspective parents to understand the importance of their involvement and commitment to the KSAS model.	Administration & KSAS Community	Ongoing	Ongoing
3.3	Identify methods for parents to become	Staff & KSAS Community	Fall Discuss/review annually	Ongoing

	<p>involved in their child's education:</p> <ul style="list-style-type: none"> ➤ Classroom involvement ➤ Support learning at home (guidance in extending classroom experiences at home) ➤ Kindergarten / New parent school orientations (school tours/office orientation/policies & procedures) <p>Reach out to each family to identify what resources they may contribute.</p> <ul style="list-style-type: none"> ➤ Design a way for staff to compile needs and parents to help fill the needs 			
3.4	<p>Measure and increase diversity participation rates among enrolled families.</p> <p>Set a baseline of parent involvement in the classroom and increase the participation by 5% annually.</p> <ul style="list-style-type: none"> ➤ Market to parents the importance of volunteering both in and out of class <p>Set a baseline of parent involvement in hours contributed to the office needs and increase</p>	Administration & Staff	Fall 2018	Ongoing

	<p>participation by 5% annually</p> <ul style="list-style-type: none"> ➤ Showcase all the options that are in need of volunteers from the office to the PTA to the APC 			
3.6	<p>Refine ways to connect parents with each other. (Consider grade level dinners, grade level fun nights, social elements during quarterly celebrations, small group volunteer orientations and work parties.)</p>	KSAS Community	Fall 2018	Ongoing
3.7	<p>Offer subject matter workshops to support school/home partnerships.</p>	Staff	Fall 2018	Ongoing

GOAL AREA 4 GROWTH AND CONFIGURATION*Explore growth areas and market KSAS to accurately reflect our school's purpose.*

OBJECTIVE	DESCRIPTION	WHO?	START BY	COMPLETE BY
4.1	Lower pupil teacher ratio in the primary grades by increasing staffing by at least one primary teacher	APC & Administrator	May 2019	Ongoing
4.2	Review class configurations school wide annually	Administrator & Instructional Staff	March 2019	Annually
4.3	Determine a range for total enrollment and grade level ranges for charter application	APC, Administrator & Staff	February 2019	Annually
4.4	Widely disseminate our vision and mission <ul style="list-style-type: none"> ➤ Develop a handbook of the 12 unique features ➤ In collaboration with students, produce a video on the 12 Unique Features ➤ Create posters and hang in school. ➤ Update in reapplication for the charter ➤ Post on social media: FB, Newsletters, Radio, PTA, Parent Meetings ➤ Present at APC, KPBSD, State, Parades 	Administrator, Staff, & KSAS community	Fall 2018	Annually
4.5	Consistently refer to the Strategic Plan goals and anchor the goals of the APC, principal, and school to this plan <ul style="list-style-type: none"> ➤ Read vision/mission statements at the start of each APC/PTA meeting ➤ Each APC agenda should list the goals 	APC, Administrator	Ongoing	Ongoing

	and reports should align with the work on the strategic goals			
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GOAL AREA 5 COMMUNITY BEYOND KSAS				
<u>Connect with the community on a personal and meaningful way.</u>				
OBJECTIVE	DESCRIPTION	WHO?	START BY	COMPLETE BY
5.1	<p>Create a plan for building relationship with other communities (City, State, Country, World).</p> <p>Build partnerships with community organizations, groups and volunteers for KSAS to utilize and contribute to.</p> <p>Increase our presence in our community as well as the number of community members that visit our school.</p> <ul style="list-style-type: none"> ➤ Set a baseline of the number contact with community members in our school as well as our visits to community partners. Increase the contact numbers by 5% each year. ➤ With PTA and parents, create a list of possible places students could visit in the community ➤ With PTA and parents, create a list of potential speakers that could add knowledge to our school. 	KSAS Community	Ongoing	Ongoing
5.2	Create a historical portfolio of events.	KSAS Community	Fall 2018	Ongoing

5.4	<p>Create opportunities to connect with former students and families even after they have left</p> <ul style="list-style-type: none"> ➤ Offer reoccurring events to interact 	KSAS Community	Fall 2018	Ongoing
5.5	<p>Develop social opportunities that involve all members of the KSAS community, both current and former</p> <ul style="list-style-type: none"> ➤ Assign volunteers to team with staff to develop a calendar of activities (possibly carnivals, BBQ's) ➤ Involve a variety of individuals in planning these events 	KSAS Community	Fall 2018	Ongoing

Appendix O

Levels of Achievement

Kaleidoscope School of Arts and Science (KSAS) has continued to meet its academic goals. This is evidenced by use of a variety of developmentally appropriate and holistic measurements in addition to performing at a high success rate on state required assessments. All teachers plan according to the adopted state of Alaska standards for grades K-5 in the context of the integrated thematic year-long conceptual learning and themed quarterly units. KSAS has continued to demonstrate progress while participating in statewide Standards Based Assessment. Evidence that the school meets and/or exceeds state proficiency levels is included in the charts in this section. Additionally, our school was awarded as a National Blue Ribbon School 2015, ranking our school in the top 3% of all K-12 schools in our nation.

Because of the design of continuous growth, we have multiple sources of data which provide indication of students demonstrating success academically. In addition to the statewide assessment, KSAS participates in other state and district assessments relevant to our students in grades K-5 and in alignment with our school's mission and philosophy. Examples of these assessment instruments include CBM (Curriculum Based Measurements), KSAS Literacy Assessment modeled after the Bangor Assessment of Reading at Grades 1 through 5 to assess students in Reading Comprehension and individual portfolios are also maintained for each student in our school. Teachers also use Fountas and Pinnell Program to measure reading accuracy and comprehension. Based on the continuous success of our students, our school will participate in district assessments according to professional discretion as they align with the vision and mission statements of our school. KSAS uses its assessment data to drive instructional decisions for all students. We analyze data obtained through anecdotal records, informal observations, progress on continuous growth models, and a variety of other tools and strive to have all students exhibit constant academic growth. Assessments are aligned to our instructional design. A variety of assessment tools, including the development of a portfolio, observations, conferences, and daily work are used to track student progress throughout the year. Our school utilizes a student portfolio to help teachers assess the growth of students during each school year and from year-to-year. All grade levels keep samples of writing, a mathematics assessment and samples of projects completed. Writing assessments are scored using the Six Trait assessment rubric. Formative classroom assessments are scored based on a predetermined rubric.

Performance by Standard

The table below shows how the performance of the school, district, and state compared to the state standard for proficiency on specific areas of the science test.

Grade	# Tested	Science Standard	School	District	State
4	46	Inquiry, Technology, and Nature of Science	≡	≡	▽
		Concepts of Physical Science	≡	≡	▽
		Concepts of Life Science	≡	≡	▽
		Concepts of Earth Science	△	△	△

Performance Results Key

The school, district, or state *did better than* the state standard for proficiency.

△ for proficiency. *did about as well as* the state standard for proficiency.
 ≡ category. ▽

did not do as well as the state standard
did not attempt any items in this



District:Kenai Peninsula Borough School District
School:Kaleidoscope School of Arts & Science

SUBJECT:ENGLISH LANGUAGE ARTS
Test Date:Spring 2018

The table below shows how the performance of the school, district, and state compared to the state standard for proficiency on specific areas of the English Language Arts test.

Grade	# Tested	English Language Arts Reporting Category	School	District	State
3	43	Reading	≡	▽	▽
		Key Ideas and Details	≡	▽	▽
		Craft and Structure/Integration of Knowledge and Ideas	≡	▽	▽
		Literary Text	≡	▽	▽
		Informational Text	≡	▽	▽
		Writing	≡	▽	▽
		Text Types and Purposes	≡	≡	▽
		Distribution and Production/Research	≡	▽	▽
		Language	≡	▽	▽
4	46	Reading	≡	≡	▽
		Key Ideas and Details	≡	≡	▽
		Craft and Structure/Integration of Knowledge and Ideas	≡	▽	▽
		Literary Text	≡	≡	▽
		Informational Text	≡	≡	▽
		Writing	≡	≡	▽
		Text Types and Purposes	≡	≡	▽
		Distribution and Production/Research	≡	≡	▽
Language	≡	△	▽		
5	41	Reading	≡	▽	▽
		Key Ideas and Details	≡	▽	▽
		Craft and Structure/Integration of Knowledge and Ideas	≡	≡	▽
		Literary Text	≡	≡	▽
		Informational Text	≡	≡	▽
		Writing	≡	≡	▽
		Text Types and Purposes	≡	≡	▽
		Distribution and Production/Research	≡	≡	▽
Language	≡	≡	▽		

District:Kenai Peninsula Borough School District
School:Kaleidoscope School of Arts & Science

SUBJECT:MATHEMATICS
Test Date:Spring 2018

The table below shows how the performance of the school, district, and state compared to the state standard for proficiency on specific areas of the mathematics test.

Grade	# Tested	Mathematics Reporting Category	School	District	State
3	43	Number and Operations in Base Ten	=	▲	▼
		Number and Operations—Fractions	=	▲	▼
		Operations and Algebraic Thinking	=	=	▼
		Geometry and Measurement	=	▲	▼
4	46	Number and Operations in Base Ten	=	=	▼
		Number and Operations—Fractions	=	▼	=
		Operations and Algebraic Thinking	=	▲	▲
		Geometry and Measurement	=	=	=
5	41	Number and Operations in Base Ten	=	=	=
		Number and Operations—Fractions	=	▼	▼
		Operations and Algebraic Thinking	▲	▲	▲
		Geometry and Measurement	▲	=	▼